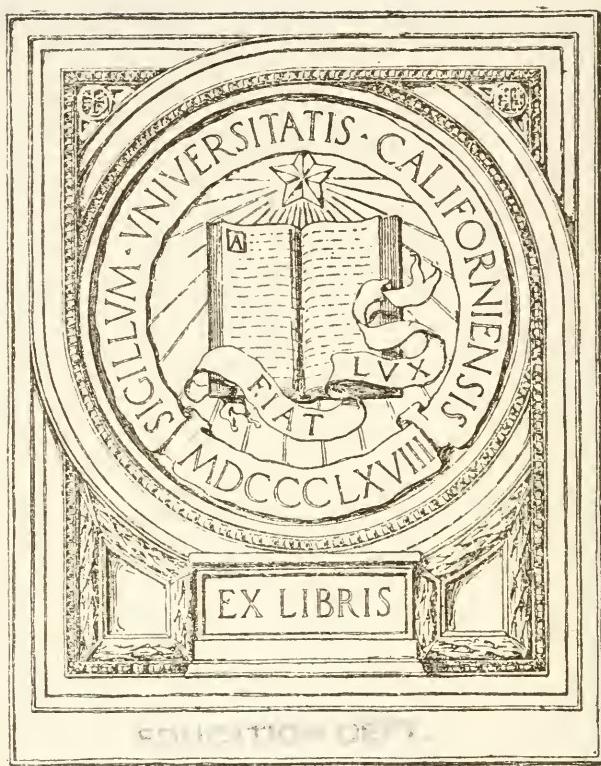


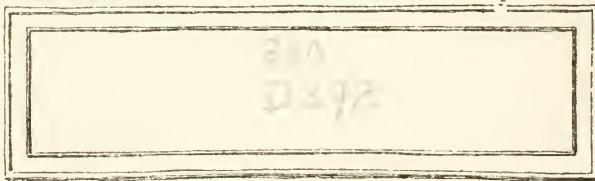
LESSONS AND EXERCISES IN ENGLISH

DENGLER

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DENGLER'S
LESSONS AND EXERCISES
IN
ENGLISH

BY
WALTER E. DENGLER, M.E.

INTRODUCTION

by Doctor Philips, Principal State Normal School,
West Chester, Pa.

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PREFACE

The lessons and exercises of this book are the result of eighteen years' teaching of English by the author in public and private schools of grammar and high school grades. The inability of the author to obtain a Grammar book that was suited to the needs of his classes caused him to write the following book in which he embodies a choice of subject matter that is sensible and follows a method of presentation that differs greatly from that of most grammars.

Any effective presentation of English grammar involves the sensible selection of subject matter and the intelligent arrangement of this material. *Subject Matter* and *Method* are the vital elements.

SUBJECT MATTER

The author believes that the first essential in the teaching of correct expression of thought, is to create in the mind of the student the *sentence-sense*; consequently, in the first lessons of this book, the sentence is made the subject of study. By analysis, the characteristics of each kind of sentence are taught. Because speaking and writing, however, are synthetic, each exercise in analysis is followed by an exercise in the constructing of sentences. As the different kinds of sentences are developed, the punctuation of each kind of sentence is taught.

In selecting the subject matter, the author has endeavored to treat fully the essentials and to omit the non-essentials.

The book contains abundant exercises so that the gathering of supplementary material is reduced to the minimum. The author, however, believes in the use of well selected supplementary work.

The vocabulary building exercises of the book, which require the student to select the correct word to be used in a given sentence, develop the language judgment of the student and, in the opinion of the author, meet an imperative necessity in our teaching of English.

METHOD

Every technical term used in this book is developed logically and defined clearly before it is used.

The structure of sentences and the different grammatical constructions are taught by example and analysis. Every lesson is followed by an exercise that is constructive or synthetic. The student is made to understand correct expression and then is aided by abundant exercises to form the habit of correct speech.

By comparison, errors of construction and expression are treated fully and carefully with the purpose of correcting the source of error—teaching the principle that is violated.

In preparing these lessons and exercises, the author did not have in mind an ideal student, coming from an ideal home, attending an ideal school. He did try to provide for the wants of the real boy and girl of flesh and blood coming from the representative American home, attending the representative American school.

The author has not sacrificed the meat for the sugar coating, nor has he substituted the shadow for the substance. He has striven to write a sane, simple and sensible English Grammar.

These lessons and exercises have been “tried out” many times in the classroom before appearing in this book. In the hands of the teacher who has a reasonable interest in his subject and a reasonable enthusiasm for his work, the author knows that the following lessons and exercises are teachable, efficient, and result-getting.

Philadelphia,

April 22, 1914.

W. E. D.

INTRODUCTION

The publishers' shelves are full of English grammars, and a new book on Grammar must have a reason for its being. I believe that this book has such a reason.

It is not a book of language lessons, although its aim is to give students a better use of the English language. It suggests, and indeed requires, a large amount of original work in composition, the most important work which a grammar can do; and I believe that this will be found to be done in an unusually intelligent way. Its large numbers of fresh and everyday illustrations will appeal to teachers. It leads up to definitions by simple and natural steps, and at the end of each section repeats these definitions so as to bring them together and impress them upon the mind of the student after he has learned their meaning and their use. The careful drill in distinguishing between the use of words often mistaken for each other is an important feature, and the large amount of space given to it is wisely used.

James Russell Lowell says somewhere that the great art of writing is to know what to leave in the inkstand, which wise suggestion the makers of modern grammars seem too often to have forgotten. A large amount of details with many fine distinctions encumber many text-books on this subject, waste the student's time, and prevent many students from getting a real grip on the subject. There is a science of grammar, and it is an important science, but it does not belong to the ordinary school nor does the ordinary student need it. This book, it seems to me, to an unusual and wise extent, omits the unnecessary detail and gives its space to the essentials, and the student's

time to useful drill. I believe that there is a place for it, and that it will find this place, and will be heartily welcomed by many teachers.

G. M. PHILIPS,

State Normal School, West Chester, Pa.

April 16, 1914.

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LESSON 1

THE DECLARATIVE SENTENCE

Every complete expression of thought in words either affirms or denies something.

In expressing the thought, we must have words to represent that concerning which the affirmation or denial is made, and words to express the affirmation or denial.

In the expression, "Knowledge is power," "Knowledge" names that concerning which something is affirmed and is called the *subject idea* or simply the *subject*.

The words, "is power," affirm something concerning the subject and, therefore, form the *predicate*.

A group of related words, containing a subject and a predicate and asserting that something is true or not true, is a declarative sentence.

We see that the two essential elements or parts of a sentence are the *subject* and the *predicate*.

In the *declarative* sentence, the *subject* is that part of the sentence about which the *predicate* affirms or denies something; the *predicate* is that part which affirms or denies something of the *subject*.

The *subject* usually precedes the *predicate*; but the order is sometimes changed so that the *predicate* precedes the *subject*, as in the sentence, "Fallen, fallen is Babylon."

Not position in the sentence, but *meaning* and *use* determine which part of the sentence constitutes the *subject* and which part, the *predicate*.

When spoken, the inflection of the voice shows differences in the meanings of sentences; but when written, marks of

punctuation are used to indicate to the reader the differences in meaning.

PUNCTUATION.—A period (.) should follow every *declarative sentence*.

EXERCISE 1

Divide a page into two parallel columns and write in one column all the subjects, and in the other all the predicates of the following sentences, as suggested by model given below.

The cows are in the corn.

SUBJECT	PREDICATE
The cows	are in the corn
1. Milton was a poet.	19. Mr. Jones owns a yacht.
2. The Romans built ships.	20. Benjamin Franklin invented the lightning-rod.
3. Bees collect honey.	21. The sea is fascinating and treacherous.
4. The king was a tyrant.	22. They call the town Bellevue.
5. They found the journey long.	23. They crowned Edward King.
6. The problem seems easy.	24. The ocean appears blue.
7. The dish is old-fashioned.	25. Slang is vulgar.
8. The rain refreshes the grass and flowers.	26. A light was burning in the house.
9. We attended the lecture.	27. He has lost his book.
10. The house is red.	28. The sun sets in the west.
11. Gold glitters.	29. The clock has stopped.
12. The people elected him president.	30. The work is done.
13. Napoleon died in exile.	31. Mr. Smith has lost his money.
14. The ant is industrious.	32. The horse has broken loose.
15. The men were prisoners.	33. The man lost his way.
16. The English conquered the French.	34. The mast has fallen overboard.
17. Disease made the man poor.	35. The industrious boy will succeed.
18. Frost makes the leaves yellow.	

Supply subjects for the following predicates and indicate each as suggested below.

EXAMPLE.— ————— were an ancient people.

The Egyptians were an ancient people.

SUBJECT	PREDICATE
The Egyptians	were an ancient people.
1. _____ was a great general.	
2. _____ shade the streets.	
3. _____ are found in the woods.	
4. _____ is a beautiful poem.	
5. _____ was very neatly written.	
6. _____ is the President of the United States.	
7. _____ are buzzing.	
8. _____ are chirping.	
9. _____ are croaking.	
10. _____ laid the wall.	
11. _____ built the house.	
12. _____ made the furniture.	
13. _____ was a great commander.	
14. _____ grow in a conservatory.	
15. _____ float in with the tide.	

Write predicates of more than one word for the following subjects and indicate each as suggested by model.

EXAMPLE.—The birds.

The birds sing sweetly.

SUBJECT	PREDICATE
The birds	sing sweetly
1. The mountains	9. Kindness
2. Benjamin Franklin	10. Honesty
3. Columbus	11. My photograph
4. A looking-glass	12. The owl
5. Drops of water	13. The ant
6. A boat on the lake	14. The Chinese
7. Huge waves	15. The United States
8. Anger	

LESSON 2

THE INTERROGATIVE SENTENCE

The word sentence has a broader use, however, than a complete expression of thought in words.

In the sentence, "Does he study?" "he" is the subject of *inquiry*, not of *assertion*; and the sentence is, therefore, *interrogative*.

A group of related words, containing a subject and a predicate and asking a question, is an interrogative sentence.

We need to study two forms of the interrogative sentence. The first form is used in such questions as may be answered by *yes* or *no*; the second in questions which *cannot* be answered in this way.

The change from a *declarative sentence* to an interrogative sentence of the *first form* is one of *arrangement* only, the subject and the predicate being transposed. In interrogative sentences of this form, the subject *follows* at least a part of the predicate.

EXAMPLE.—Does he study? (interrogative)

He does study. (declarative)

The interrogative sentence of the *second form* is used in such questions as may not be answered by *yes* or *no*.

The question is asked usually by placing certain words at or near the beginning of the sentence.

EXAMPLE.—*Where* did he go?

What did you see?

Who is that man?

PUNCTUATION.—The construction of the interrogative sentence is such that its punctuation requires particular care.

Have you visited Independence Hall in Philadelphia?

He asked if I had visited Independence Hall in Philadelphia.

A comparison of the above sentences will show that the first sentence requires an answer and that the second cannot be

answered. The first sentence asks a *direct* question, one that requires an answer, and is an interrogative sentence. The second sentence expresses an *indirect* question, one that does not require an answer. It merely asserts that a question has been asked, and is, therefore, a *declarative* sentence.

An interrogation point (?) should follow a direct question, but should not follow an indirect question.

"Why do you not visit Independence Hall?" he said.

This sentence is declarative, but it contains a *direct* question.

An interrogation point (?) should follow a direct question that forms a part of a declarative sentence.

When a direct question is asked in the *exact* words of another, the question must be inclosed within quotation marks (" ") and the first word capitalized, as illustrated in the above sentence.

If the sentence just given is made to read, He said, "Why do you not visit Independence Hall?" a somewhat unusual thing takes place. A *declarative* sentence is followed by the interrogation point.

EXERCISE 2

Indicate the subjects and the predicates of the following sentences of the first form (those that can be answered with yes or no) as suggested in Exercise 1.

Copy the sentences of the second form and underscore the question word.

1. Did you come from home?
2. Which is the crest of a mountain?
3. Do you know that man?
4. Where are the bounds of America?
5. Do the diligent pupils love their school?
6. Why have logs been rolled into the fire?
7. How are oxen hitched together?
8. Did Cyrus Field lay the Atlantic Cable?
9. Where do the daisies grow?
10. Shall we send the goods?

11. Why are the hounds baffled?
12. Did Elias Howe invent the sewing machine?
13. What does the man wish?
14. Which boat won the race?
15. When should the note be paid?
16. Do you love your enemies?
17. Where did the swallow build her nest?
18. Can he call to-morrow?
19. How many books are here?
20. Did he work satisfactorily?
21. Where did you find the money?
22. Why is the farmer under the tree?
23. Did the lazy man fail?
24. Will you call for me at ten o'clock?
25. How should birds be treated?
26. When do grass and grain need rain?
27. What is the price of this book?
28. Where are you going?
29. How soon will you pay me?
30. Will you sign this petition?

Write interrogative sentences containing each of the following words used as a question word: Why, whither, when, where, how, who, which, what.

Write interrogative sentences using the following words: Must study, can teach, is, has, did die, will choose, did see, do grow, are used, took.

LESSON 3

IMPERATIVE AND EXCLAMATORY SENTENCES

A sentence may be used to express a command or an entreaty.

“Be ambitious” expresses a command.

“Give us, this day, our daily bread” expresses an entreaty.

A word or a group of related words expressing a command or an entreaty is an imperative sentence.

Since a command implies that the person commanding speaks directly to the person or persons commanded, the imperative sentence usually has the subject *thou* or *you* understood.

When the subject is expressed, the sentence is in the transposed order.

EXAMPLE.—Praise *ye* the Lord.

In the sentence, “John, come here,” “John” is not the subject of the sentence. The word “John” is used to attract the attention of the person whom we wish to command, and it is said to be used *independently*.

PUNCTUATION.—A period (.) should follow every *imperative* sentence.

Sentences belonging to any one of the classes that we have studied may be used to express strong feeling, or emotion; and when so used, they are called *exclamatory* sentences.

EXAMPLE.—How beautiful this night!

Who would have done so!

Kill me not!

Although any sentence may, without change of order, become exclamatory, exclamatory sentences frequently begin with *how* or *what* and are usually in the transposed order.

EXAMPLE.—How beautiful this night!

What visions have I seen!

PUNCTUATION.—An exclamation point (!) should follow every *exclamatory* sentence.

We may now say that *a sentence is a word or a group of related words used to express a complete thought, to ask a question, to give a command, or to express some emotion*.

The first word in every sentence should be capitalized.

EXERCISE 3

Copy the following sentences using periods, interrogation points, exclamation points and quotation marks where they should be used.

1. Did you enjoy your trip
2. They asked me how I enjoyed my trip
3. Shall we send the goods
4. Have you anything else to offer

5. Shall we resort to dishonesty
6. He asked if dishonesty ever pays
7. Have you always been honest he asked
8. He said have you always been honest
9. They inquired what time the star appeared
10. Are your parents willing that you should do so
11. I asked him whether he intended to go
12. He asked me whether I would call to-morrow
13. The question shall we live is an important one
14. He said who goes there
15. The question who goes there was not answered
16. Is he not able to pay the money asked Portia
17. What have you to say the lawyer asked
18. The lawyer asked the prisoner what he had to say
19. Were you injured in the accident
20. Do you still expect an advancement
21. How did that happen he asked
22. He asked me how it happened
23. The question is how can we get home
24. When shall we three meet again
25. Can you effect a settlement
26. Must you keep the book or can it be exchanged
27. Which shall we ship first the coal or the lumber
28. Shall we ship the goods to-day or to-morrow
29. Did they buy the red one or the blue one
30. Did you buy the house or do you rent it

Using the following words, write ten *imperative* sentences:
 choose, use, obey, strive, devote, live, love, lend, listen, remember.

LESSON 4

MODIFYING ELEMENT

In the sentence, "The white flowers of the lilac grew by the cottage door," "flowers" is the subject; but not all flowers grew—the *white* flowers and those *of the lilac*. "White" and "of the lilac" are called *modifying elements* or simply *modifiers*.

Likewise, "grew" is the predicate and "by the cottage door" is a modifier.

In addition to the subject and the predicate, a sentence may contain *modifiers*.

A word or a group of related words joined to any part of a sentence to change or limit its meaning is a modifier.

“Of the lilac” and “by the cottage door” are called *phrases*.

A group of related words that does not contain a subject and a predicate is called a phrase.

EXERCISE 4

Indicate the subjects, predicates, and modifiers in the following sentences, as suggested below.

The white flowers of the lilac grew by the cottage door.

	SUBJECT	SUBJECT	PREDI-CATE	PREDI-CATE
	MODIFIERS	MODIFIERS	MODIFIERS	MODIFIERS
1.	flowers	The white of the lilac	grew	by the cottage door

1. The book lies on the table.
2. Many insects are decorated with brilliant colors.
3. A statue of Justice stood in the market place.
4. A clock of brass ticked on the mantel.
5. We go to school in the morning.
6. During the day, he wrote many letters.
7. In the beginning, God created the earth.
8. They turned abruptly.
9. The lowing herd winds slowly o'er the lea.
10. The curling blue smoke rises in the air.
11. A fire of coals burned in the grate.
12. The leaves of the maple are falling.
13. The dreamy murmur of insects was heard over our heads.
14. An ancient and stately hall stood near the village.
15. His trusty sword lay by his side.
16. The wild monkeys of South America climb with great agility.
17. The buffaloes of the prairies are almost extinct.
18. A red squirrel on an oak tree conversed pleasantly with a grey squirrel.

19. The hero of the Book of Job came from a strange land
20. A fertile valley lies between the two mountains.
21. He went for the doctor.
22. England was conquered by the Normans in the eleventh century.
23. A breezy morning died into silent noon.
24. The Delta of the Mississippi was once at St. Louis.
25. Columbus discovered America in 1492.

Write sentences containing the following phrases: In the near future; along the shores of the Atlantic; without many friends; in the center of the solar system; after very long delay; after a cold journey in the rain; with few signs of success; near the bank of the river; in pine forests; on high mountains.

LESSON 5

THE SIMPLE SENTENCE

From the point of view of *use*, we have learned that sentences may be *declarative*, *interrogative*, *imperative*, and *exclamatory*.

We shall now study sentences to see how they are classified from the point of *structure*.

In the sentence, "Efficiency is the new virtue," "efficiency" is the subject; and "is the new virtue" is the predicate.

In the sentence, "The heavens and the earth were created by God," "were created" is the predicate; and it is affirmed of both "heavens" and "earth." "Heavens" and "earth" form a *compound subject*.

Two or more united subjects, having the same predicate, form a compound subject.

The sentence, "John reads and writes," contains one subject only, "John;" but it contains two predicates, "reads" and "writes." "Reads" and "writes" form a *compound predicate*.

Two or more united predicates having the same subject form a compound predicate.

The sentence, "The men and women of the doomed city

"wept and prayed," contains a compound subject "men and women," and a compound predicate, "wept and prayed."

A sentence containing but one subject and one predicate, either or both of which may be compound, is a simple sentence.

EXERCISE 5

Indicate the subjects, predicates, and modifiers in the following sentences, as suggested below.

1. The heavens and the earth were created by God.
2. The industrious boy reads and writes well.

	SUBJECT	SUBJECT MODIFIERS	PREDI- CATE	PREDI- CATE MODIFIERS
1.	heavens and earth	The the	were created	by God
2.	boy	The industrious	reads and writes	well

1. James and William study diligently.
2. Mary sings and plays.
3. Education and Love rule in the end.
4. Ralph rides in the morning and walks in the evening.
5. Harry and William go to school.
6. The children hop, skip, and jump.
7. The trees and the grass are growing.
8. John stays at home and works in the garden.
9. Teachers and pupils study and play.
10. The boys and the girls of this school behave well.
11. Fish and frogs live in the ponds.
12. Friend and foe applauded.
13. He and I have finished the work.
14. Empires rise, flourish, and decay.
15. Anxious men, women, and children waited for the news.
16. The owl sleeps during the day and flies at night.
17. The man hurried from the house and ran to the barn.

18. Judges and senates have been bought with gold.
19. Time and tide wait for no man.
20. Father and son were injured.

Express in a simple sentence the thought suggested by each of the following exercises.

EXAMPLE.—Albany is the capital of New York. It stands on the bank of the Hudson River. It is about one hundred miles from its mouth.

Sentence. Albany, the capital of New York, is situated on the Hudson River about one hundred miles from its mouth.

1. The doctor was reading a book. The doctor had a pleasant smile on his face. The doctor was seated in an easy chair.
2. Columbus set sail in the morning. The day was Friday. It was the 3rd of August. It was the year 1492.
3. A company of merchants took possession of the place. They formed a settlement there. They intended to trade with the natives.
4. He obtained the service of two guides. These guides were experienced men. He began his march to the fort. He took with him his entire force.
5. It was a magnificent palace. A cottage stood near the entrance. The cottage was old and in ruins. A weaver lived in it. He was poor. He was contented.
6. The room was only twenty feet square. The windows were small and obstructed. It was the middle of summer. The number of prisoners was one hundred forty-six.
7. The adventurers returned to France the next year. They carried off the king with them. This caused great grief to his subjects.
8. I had a cap. It was high and shapeless. It was made of a goat's skin. It had a flap hanging down behind.
9. I had a pair of breeches. These were likewise of goatskin. They were short. They were open-kneed. They were made of the skin of an old he-goat.
10. I had on a belt. It was broad. It was of goatskin dried. This belt I drew together with two thongs of the same.

LESSON 6

THE COMPLEX SENTENCE

The sentence, "The boy who is ambitious will succeed," consists of two groups of related words, "The boy will succeed" and "who is ambitious," each containing a *subject* and a *predicate*.

"The boy will succeed" and "who is ambitious" are called *clauses*.

A part of a sentence that contains a subject and a predicate is called a clause.

If we examine the clauses, "The boy will succeed" and "who is ambitious," carefully, we shall see that they are not of *equal* importance. "Who is ambitious" describes the subject "boy" of the clause, "The boy will succeed." The sentence is equivalent to "The ambitious boy will succeed."

The clause, "The boy will succeed," expresses a *complete* thought; but the clause, "who is ambitious," expresses an *incomplete* or *related* thought, and is a *modifying element*.

"The boy will succeed" is called an *independent clause*, and "who is ambitious" is called a *dependent clause*.

A clause that expresses a complete thought in itself is an independent clause; a clause that does not express a complete thought is a dependent clause. A dependent clause may be used to modify the subject or the predicate.

A sentence that contains but one independent clause and one or more dependent clauses, is called a complex sentence.

EXERCISE 6

Copy the following sentences, doubly underscore the independent clauses, singly underscore the dependent clauses, and indicate whether the dependent clause modifies the subject or the predicate, as suggested below.

EXAMPLE.—The boy who does not respect his parents.
will not succeed. (subject)

1. The man who hesitates is lost.
2. Fools who came to scoff remained to pray.
3. Washington was a man who achieved greatness.
4. The man who is diligent in his business will succeed.
5. When the horse ran away, the boy was hurt.
6. If wishes were horses, beggars might ride.
7. The house, in which I was born, still stands.
8. The man who works is a happy man.
9. When the sun rose, the flag was still there.
10. The boy who loves his school behaves well.
11. As soon as the king died, the strife was renewed.
12. When the train started, the men cheered.
13. When Moses smote the rock, the water gushed forth.
14. The evil that men do lives after them.
15. It was Noah Webster who compiled the dictionary.
16. The city to which I refer is New York.
17. The fur which warms the monarch warmed the bear.
18. If we look for it, beauty is everywhere.
19. He who would search for pearls must dive below.
20. He jests at scars who never felt a wound.
21. If a man empties his purse into his head, no man can take it away from him.
22. When faith is lost, the man is dead.
23. I venerate the man whose heart is kind.
24. The man whom you saw is my brother.
25. The seed which was planted, has become a large tree.

Express in a complex sentence the thought suggested by each of the following exercises.

1. A poor woman heard of his generosity. She wrote him a letter. In it she urged him to send her something for her son. Her son was ill. He was unable to work.
2. The long quarrel commenced. It began in India. It was afterward renewed in England. The most eminent statesmen took part in it. They were on one side or the other.
3. A bold plan occurred to him. Many persons would have hesitated to attempt it. He carried it through successfully.
4. His reputation is blemished by great crimes. It is impossible to deny this. However, he had rendered great public service. In justice to him this should be borne in mind.

5. I had also a jacket. This jacket was short. It was of goat-skin. Its skirts came down to about the middle of my thighs.

LESSON 7

THE COMPOUND SENTENCE

In the sentence, "Mary studies, but John plays," there are two independent clauses, "Mary studies" and "John plays," connected by the word "but."

A sentence may contain any number of independent clauses, combined for the sake of brevity; such a combination of clauses is said to form a *compound* sentence.

A sentence that contains two or more independent clauses is a compound sentence.

The sentence, "The boy who was here went home, but his brother went to the city," is a compound sentence. "The boy who was here went home" is one independent clause, and "his brother went to the city" is another. The clause, "The boy who was here went home," when considered *alone*, is *complex*. "The boy went home" is the independent clause, and "who was here" is the dependent clause. Such a sentence is called a *compound-complex* sentence.

Any one, or all, of the independent clauses of a compound sentence may be complex.

PUNCTUATION.—The meaning of a sentence depends vitally on the grouping of words that are related in thought.

In writing, we use certain *marks of punctuation* to show *word grouping*.

We shall study now a few of these marks of punctuation as they are used in compound sentences.

Letter received; goods will be shipped immediately.

A connecting word is not used in the above sentence. The clauses are connected in thought by *position*, and they are separated by a *semicolon* (;

Independent clauses of a compound sentence, connected by position, without a connecting word, are separated by a semicolon.

“Death entombs the body; but life, the soul.”

The word “but” connects the clauses in the sentence just given. One of the clauses, however, is divided into parts by a comma (,); and the clauses are separated from each other by the semicolon.

When one or more independent clauses of a compound sentence are divided into parts by the comma, a semicolon should separate the independent clauses of the sentence.

“Either Hamlet was mad, or he feigned madness well.”

The clauses of the above sentence are connected by the word “or,” and the clauses are separated by a comma.

When a connecting word is used, and no one of the independent clauses is divided by the comma, the independent clauses are separated by the comma.

(If the connecting word, however, is one of the following words: so, therefore, hence, however, nevertheless, moreover, accordingly, besides, also, thus, then, still, and otherwise, the semicolon is frequently used.)

EXAMPLE.—The president bowed; then the people began to shout.

The sentence, “Did you buy the house? or do you rent it?” is a compound sentence, *each clause of which asks a direct question*; and each part of the sentence that asks a direct question is followed by the *interrogation point*.

In a compound sentence, an interrogation point should follow each part that asks a direct question.

If the meaning of a sentence is not complete until the *end* of the sentence is reached, the interrogation point is placed at the end of the sentence only.

EXAMPLE.—When did he arrive, yesterday or to-day?

EXERCISE 7

Copy the following sentences and separate the independent clauses in each by using the correct marks of punctuation.

1. The man dies but his memory lingers.
2. Example is better than precept inspiration is better than instruction.
3. Labor is life repose is suicide.
4. Wealth may seek us but wisdom must be sought.
5. Be temperate in youth or you must be abstinent in old age.
6. Nothing is denied to honest labor nothing is ever to be attained without it.
7. The moon had sunk below the hill and the stars came out doubly bright.
8. Of thy unspoken word, thou art master thy spoken word is master of thee.
9. Blessed is the man who has found his work he should ask for no other blessing.
10. Have patience with me and I will pay thee all.
11. Every day is a little life and our whole life is but a day repeated.
12. They toil not neither do they spin.
13. It is one thing to be well informed it is another to be wise.
14. The ravine is full of sand now but it had once been full of water.
15. Charm strikes the sight but merit wins the soul.
16. A soft answer turneth away wrath but grievous words stir up anger.
17. Ye shall know the truth and the truth shall make you free.
18. Learning is one thing but wisdom is quite another.
19. The king must win or he must forfeit his crown.
20. Our representative, Mr. Jones, will call on you next week and we hope you will favor him with an order.
21. We have just received your order goods will be shipped at once.
22. We do not need the goods at present but we should like to know when they will be shipped.
23. We have received your letter of the 15th inst. and we shall be pleased to comply with your request.
24. We do not doubt that you paid the bill but we should like to see the receipt.

25. We will draw on you at ten days' sight and you, no doubt, will honor the draft.

Express in a compound sentence the thought suggested by each of the following exercises.

1. The sailors were unable to remain on deck. They climbed into the rigging. They saw no way of escape. They gave themselves up for lost.
2. One day a violent storm arose. It came up suddenly. It drove the men from their work. Their ladder was fastened to the cliff. They had to leave it there.
3. He passed through many trials. He assumed many disguises. He wandered about in great peril for forty days. He escaped in a sloop from Mobile. Mobile is in Alabama. He arrived in a few days at Savannah. Savannah is in Georgia.
4. They saw their leader fall. They thought him killed. They gave up the contest at once. This had been the practice of their ancestors.
5. Two Englishmen traded there for many years. Their names were Elliot and Thorne. They were under the protection of the king. They obtained many valuable furs. They got them from the Indians.

ERRORS IN THE STRUCTURE OF SENTENCES

1. Do not capitalize and punctuate dependent clauses like independent clauses.

EXAMPLE.—Incorrect: Among her books were two she enjoyed most. One a novel, the other a history.

Correct: Among her books were two she enjoyed most; one a novel, the other a history.

2. Be sure to finish a grammatical construction.

EXAMPLE.—Incorrect: Any boy who could solve the problem, the whole class would think he was a good student. (The word "boy" with its modifying clause, "who could work the problem," has no grammatical construction.)

Correct: Any boy who could solve the problem, the whole class would think a good student.

3. Do not use a sentence (except a quoted sentence), as the subject of *is* or *was*.

EXAMPLE.—*Incorrect:* The boy did not study is the reason he failed.

Correct: The boy did not study, that is the reason he failed.

DEFINITIONS

A **sentence** is a word, or a group of related words, used to express a complete thought, to ask a question, to give a command, or to express some emotion.

A **declarative sentence** is a group of related words containing a subject and a predicate, and asserting that something is true or not true.

An **interrogative sentence** is a group of related words containing a subject and a predicate, and asking a question.

An **imperative sentence** is a word or a group of related words expressing a command or an entreaty.

An **exclamatory sentence** is one that expresses strong feeling or emotion.

A **modifier** is a word, or a group of related words, joined to some part of a sentence to change or limit the meaning of the sentence.

A **phrase** is a group of related words that does not contain a subject and a predicate.

A **clause** is a part of a sentence containing a subject and a predicate.

An **independent clause** is one that expresses a complete thought.

A **dependent clause** is one that does not express a complete thought.

A **simple sentence** is one that contains but one subject and one predicate, either or both of which may be compound.

A **complex sentence** is one that contains but one independent clause and one or more dependent clauses.

A **compound sentence** is one that contains two or more independent clauses.

A **compound-complex sentence** is a compound sentence, one or more clauses of which are complex.

OUTLINE CLASSIFICATION OF SENTENCES

I. Sentences as to <i>use</i> .	1. Declarative	
	2. Interrogative	
	3. Imperative	
	4. Exclamatory	Declarative Interrogative Imperative
II. Sentences as to <i>structure</i> .	1. Simple	
	2. Complex	
	3. Compound	
	4. Compound-complex	
III. Sentences as to <i>elements</i> .	1. Subject	1. Simple 2. Compound
	2. Predicate	1. Simple 2. Compound

LESSON 8

PARTS OF SPEECH

We have learned that the two essential elements of the sentence are *subject* and *predicate*, and that the subject and the predicate may contain phrases and clauses used as modifiers. We shall now see that the sentence finally divides into *words*.

According to their *uses* in sentences, words are divided into classes called *parts of speech*.

Since the part of speech of a word is determined by its *use* in a sentence, we cannot name the part of speech of a word until we know *how it is used* in a sentence.

Do not ask what a word *is*, but, what it *does*.

There are many words, however, that usually have the same use; and their part of speech, therefore, is fairly uniform.

In the sentence, "New York is a large city," "New York" and "city" are used as *names* and are called *nouns*.

A word that is used as the name of anything is a noun.

The name, "New York," is given to a *particular* city and is called a *proper noun*.

The name of a particular person, place, or thing is a proper noun; as, William, Philadelphia, Pennsylvania.

A proper noun is an *individual* name that distinguishes the thing named from others of the same class.

In the sentence, "Old Winter is a sturdy fellow," "Winter" is used as a *particular* name of a thing spoken of as a person. Such use of a noun is called *personification*, and the noun so used is called a *proper noun*.

Proper nouns, and the words derived from them, should be capitalized.

The name "city" is common to all cities and is called a *common noun*.

All names, other than proper nouns, are called common nouns.

It is possible to use a *particular* name as a common noun. In the sentence, "He is the Webster of his age," "Webster" is used as a *class* name, meaning he possesses the qualities of all men who are like Webster. A particular name, used as a class name, should be capitalized.

Commons nouns are generally sub-
divided into

- | |
|---------------------|
| 1. Class nouns |
| 2. Collective nouns |
| 3. Abstract nouns |

In the sentence, "The horse is a noble animal," "horse" distinguishes that animal from all other animals; but it does not distinguish one horse from another—it is *common* to all animals of the class. Horse is called a *class noun*.

A word used to denote the class to which a thing belongs is a class noun.

In the sentence, "The army advanced rapidly," "army" has the singular form; but it denotes a collection of persons looked upon by the mind as *one group*. "Army" is called a *collective noun*.

A noun which, in the singular form, denotes a collection of persons or things of the same kind is a collective noun.

In the sentence, "The whiteness of the snow was beautiful," "whiteness" is spoken of as abstracted from the snow—as if "whiteness" had a separate existence.

"Whiteness" is called an *abstract noun*.

A noun which names a quality, a condition or an attribute that is thought of as abstracted from the object to which it belongs is an abstract noun.

Many abstract nouns are formed from other words by the use of such endings as *ness, th, ery, hood, head*.

In contrast with abstract nouns, we sometimes speak of *concrete nouns*, which are names of *material things*; such as, chair, desk.

Sometimes two or more words make up *one name*. Some of these names are written with a hyphen (-) between them; as, sailor-boy, merchant-tailor. Some of them are written as one word; as, sunrise, blackberry.

The tendency of good authors is to omit the hyphen.

When the name formed is a proper noun, the words forming the name are written as separate words; as, Gulf of Mexico.

EXERCISE 8

Classify the nouns in the following sentences, as suggested by model.

PROPER	COMMON	
Class	Collective	Abstract

1. The congregation is small.
2. The family is large.
3. The army marched slowly.
4. The audience is large.
5. The eggs of the ostrich are hatched by the rays of the sun.
6. Cowards die many times before their deaths.
7. Some persons do not know the value of a dollar.
8. Education is a better safe-guard of liberty than a standing army.
9. London is the capital of England.
10. Caesar was the conqueror of Gaul.
11. Wisdom is better than strength.
12. James was declared a bloody enemy.
13. Many persons know the value of a dollar, but do not appreciate the value of one hundred cents.
14. Nature is but the name for an effect, of which the cause is God.
15. The people elected him governor.
16. Time makes the worst enemies friends.
17. Charity covers a multitude of sins.
18. His soul was like a star and dwelt apart.
19. Industry is the demand of nature, of reason, and of God.
20. The President granted the prisoner a full pardon.
21. Daniel Webster was an American statesman.
22. The Thames is a beautiful river.
23. The emperor of Russia is called Czar.
24. History casts its shadow far into the land of song.
25. The child's illness is of an alarming nature.

Write sentences containing each of the following collective nouns; so construct the sentence as to show of what kind of objects each collection is composed.

EXAMPLE.—team——The team of horses ran away.

1. family	6. gang	11. committee
2. nation	7. swarm	12. fleet
3. army	8. flock	13. suite
4. tribe	9. herd	14. group
5. crowd	10. class	15. colony

Write sentences containing an abstract noun formed from each of the following words.

EXAMPLE.—weak———The weakness of the patient became alarming.

- | | | |
|-------------|----------------|-----------------|
| 1. bright | 9. high | 18. proud |
| 2. warm | 10. just | 19. sweet |
| 3. honest | 11. true | 20. temperate |
| 4. wise | 12. courageous | 21. industrious |
| 5. innocent | 13. deceive | 22. conceal |
| 6. dull | 14. learn | 23. white |
| 7. pure | 15. judge | 24. brave |
| 8. hard | 16. please | 25. beautiful |
| | 17. long | |

LESSON 9

CAPITALIZATION OF PROPER NOUNS

With the hope of simplifying the rule, that *proper nouns and words derived from them should be capitalized*, let us consider the following classes:

1. The names of persons; such as, John, Edwin, Samuel, William Shakespeare.

2. Places. The accepted names of places, local or geographical; such as, Baltimore, Howard Yard: Political divisions; such as, Fifth Ward, Fourth Congressional District: Names of streets, parks, buildings, etc.; such as, Chestnut Street, Botanical Gardens, White House, Grant's Tomb.

3. Titles of honor, office, and respect, when preceding the names; such as, President Wilson, Colonel Roosevelt, Professor Isaac Sharpless.

An official title, other than that of a potentate, following the name, is not capitalized; such as, B. F. Jones, city engineer; James Smith, professor of history.

Only the first member of a compound word, occurring in a proper name, is capitalized; such as, Know-nothing Party.

4. Names of religious, political, social, commercial, ed-

ucational organizations; such as, Young Men's Christian Association, Baltimore Board of Trade, Clover Club, Teachers' Reading Circle.

5. Names of the days of the week, civic and ecclesiastical holidays, months of the year; such as, Monday, Memorial Day, Easter, September.

The names of the seasons are not capitalized unless they are personified.

6. Geographical terms; such as, the Equator, Delaware River, etc.

The points of the compass should not be capitalized unless they denote definite parts of the country.

EXAMPLE.—Before the war, his family settled in the South.

7. The important words in the subject of a composition or in the title of a book; such as, A Trip to the Canal Zone, Heroes and Heroism in Common Life.

8. Personified nouns; such as, Grim War unfolds his flag.

9. Names referring to the Deity; such as, Father of All, Ruler of the Universe.

10. Books and divisions of the Bible; such as, Gospel of Matthew, New Testament.

11. Names of religious denominations, political parties, etc.; such as, Episcopalian, Catholic, Republican, Democratic.

12. Names of historical events and epochs; such as, War of Independence, Age of Elizabeth.

13. Names of governmental departments; such as, Department of Public Works, Supreme Court, House of Representatives.

14. Principal words in addresses; such as, Custom House, Philadelphia.

15. Compound proper names: In a compound proper name, only the part which would form a proper name, if used alone, should begin with a capital letter; as, New York city, Jersey city. (This rule, however, is not strictly followed by all writers.)

EXERCISE 9

Copy the following sentences and capitalize the words that should be capitalized.

1. the providence of god will not be denied to his people.
2. george washington was the first president of the united states.
3. the monument of general grant is in riverside park, n. y.
4. we reckon longitude east or west from greenwich.
5. he was a man of herculean strength.
6. the north will not oppose the bill.
7. chicago is west of philadelphia.
8. he lives in the west.
9. alexander the great founded alexandria.
10. the president arrived at the executive mansion on wednesday.
11. it was reported that colonel smith was wounded.
12. joseph addison, the english poet and essayist, was born at milton, wiltshire, may 1, 1672.
13. he lived south of mason and dixon's line.
14. it is reported that senator james will speak to-morrow.
15. ex-president taft now lectures at yale.
16. the mint is located on spring garden street.
17. longfellow is america's most popular poet.
18. they live in a little village in the south.
19. the sun rises in the east and sets in the west.
20. the secretary of state holds a responsible position in the united states government.
21. many students attend the summer school of the university of pennsylvania.
22. he was elected a member of congress from the fourth congressional district.
23. the panama canal is a marvelous example of american achievement.
24. our english teacher suggested that we read scott's lady of the lake.
25. the walton hotel is on broad street.
26. the ohio river has overflowed its banks.
27. lieutenant Peary discovered the north pole.
28. d. d. philips, care of kennett national bank, kennett square, pa.
29. every young man should read emerson's american scholar.
30. o death where is thy sting? o grave where is thy victory?

On Monday, the 12th of December (old style), on the day of the winter solstice, the exploring party of the forefathers landed at Plymouth. That day is kept as the origin of New England. The spot, when examined, promised them a home, and on the 15th the Mayflower was safely moored in its harbor. In memory of the hospitalities which the company had received at the last English port from which they had sailed, this oldest New England colony took the name of Plymouth. The system of civil government had been adopted by agreement; the church had been organized before it left Leyden. As the pilgrims landed, their institutions were already perfected. Democratic liberty and independent Christian worship started into being.

DEFINITIONS

A **noun** is a word that is used as the name of anything.

A **proper noun** is the name of a particular person, place, or thing.

A **common noun** is a word that does not apply to a particular person, place, or thing.

A **class noun** is a common noun that represents a class of things.

A **collective noun** is a common noun that represents a group of persons or things considered as a unit.

An **abstract noun** is a common noun that represents a quality, a condition, or an attribute.

OUTLINE CLASSIFICATION OF NOUNS

I. Proper

II. Common $\left\{ \begin{array}{l} 1. \text{ Class} \\ 2. \text{ Collective} \\ 3. \text{ Abstract} \end{array} \right.$

LESSON 10

NOUNS SOMETIMES MISUSED

The author is of the opinion that the best results are to be obtained from the following missing-word exercises in the book by having the student write on paper the number of the sentence and the word or words he thinks should be used in the sentence.

As an incentive for home study and as an aid to the development of independence in oral expression on the part of the student, the papers should be collected at the beginning of the class period. The student should report in class on these exercises without the aid of paper.

When it seems advisable, the student should give reasons and explanations for the choice of words he may make.

The tactful teacher, however, will think of many methods of conducting recitations based on these exercises.

ACCESS, ACCESSION

Access means admittance, way of entrance, a sudden attack of disease or passion. Accession means an addition, the attainment of a possession or of a right.

AMATEUR, NOVICE, NOVITIATE

An amateur is one who practices an art not as a livelihood but as a pastime. A novice is one who is inexperienced in any business, occupation or art. A novitiate is a period of preparation or the time during which one is a novice.

AUDIENCE, SPECTATORS

An audience is an assembly of persons to listen to something. A building in which an audience meets is an auditorium. Spectators are those who assemble to see; they are eye-witnesses. A building in which spectators meet is a spectatorium.

ALLUSION, ILLUSION, DELUSION

An allusion is an indirect and incidental reference to something. An illusion is an error of one of the senses, usually sight. A delusion is an error of judgment or a mental deception.

ADHERENCE, ADHESION

Adherence is the act, state or condition of adhering and is used of moral relations. Adhesion is usually used of physical connection.

ACT, ACTION

An act is a single thing done, or that which is done by a single effort. Action is the method by which a thing is done, and it may consist of several acts.

ADVANCE, ADVANCEMENT

Advance is the act of moving forward physically, mentally, morally or socially. Advancement is the act or state of being moved forward; promotion.

BALANCE, REMAINDER, REST

Balance means the difference between two sides of an account. Remainder is that which is left after a part has been removed. Remainder applies to things only and implies a comparatively small part. Rest applies to persons or things and is used of large as well as of small parts.

CHARACTER, REPUTATION

Character lies in the man; it is what he is. Reputation depends upon others; it is what they think he is.

EXERCISE 10

Write the number of each sentence and the correct word.

ACCESS, ACCESSION

1. An _____ of anger killed Dame Van Winkle.
2. The king's _____ to the throne was followed with a brilliant reception.

3. All but members of the court were denied ————— to the king.
4. The only ————— to the robbers' cave was a rope ladder.
5. The ————— of the United States have increased the responsibilities of the government.
6. ————— to the prison was through an iron door.
7. Columbus finally gained ————— to Ferdinand and Isabella.
8. A sudden ————— of feeling overcame the prisoner's aged mother.
9. Sudden ————— of wealth are seldom followed with good consequences.

AMATEUR, NOVICE, NOVITiate

1. He was inexperienced and a ————— in the business.
2. This is the abbey in which he served his —————.
3. Only ————— were admitted to the game.
4. When he was a ————— in the abbey he studied diligently.
5. Sometimes ————— play ball better than professionals.
6. Washington Irving saw a beautiful ————— enter a convent to begin her —————.
7. Grover Cleveland served a long ————— in public office before he was nominated for the Presidency.

AUDIENCE, SPECTATORS

1. The ————— was disappointed because the speaker did not arrive.
2. Many of the ————— fainted when they saw the aviator fall.
3. The ————— listened attentively during the debate.
4. The ————— were surprised at the speed of the automobiles.

ALLUSION, ILLUSION, DELUSION

1. Many of the ————— of the concave and convex mirrors are very funny.
2. The ————— of the bent appearance of the stick, when one end was placed in water, was explained by the teacher.
3. Some of the ————— in the lecture were not understood by all.
4. A fanatic is often the subject of many —————.
5. That we could have liberty before having union was a —————.

ADHERENCE, ADHESION

1. His ————— to the political doctrines of Thomas Jefferson was plainly seen.

2. The judge's _____ to the principles of justice was commendable.
3. The _____ of the mortar and brick was satisfactory.
4. The permanency of our buildings depends upon the attraction of _____.

ACT, ACTION

1. Sergeant Jasper performed a brave _____ at Fort Moultrie.
2. Admiral Dewey's _____ in dealing with the Filipinos was diplomatic.
3. The assassination of President McKinley was a treacherous _____.
4. The _____ of Parliament form a large part of the English Constitution.
5. Another mode of _____ was proposed by Henry Clay.
6. I cannot do so cruel an _____.

ADVANCE, ADVANCEMENT

1. Under the rules of Civil Service, _____ is based on merit.
2. The _____ of the army was retarded by the heavy rains.
3. During the _____ of the army, so many superior officers were killed that there were many opportunities for the _____ of subordinate officers.
4. His position offers little hope for _____.
5. _____ in the army is slow.
6. The _____ of the army was rapid.

BALANCE, REMAINDER, REST

1. The boys spent the _____ of the day fishing.
2. He did not know his _____ in bank.
3. If sea water be evaporated, the _____ yields salt.
4. Religion gives part of its reward now; for the _____, it offers the security of Heaven.
5. Armed like the _____, the prince appeared.

CHARACTER, REPUTATION

1. His _____ saved him from suspicion.
2. Lincoln is a great historical _____.
3. Washington had a great _____ as a general.
4. The man saw that his _____ was at stake.

LESSON 11

NOUNS SOMETIMES MISUSED—Continued

ABILITY, CAPACITY

Ability is the power of doing. Capacity is the power of receiving and containing. Ability may be either mental or physical. When applied to persons, capacity is mental only.

AVOCATION, VOCATION

An avocation is a diversion, that which calls one away from one's regular work. A person's vocation is his regular business or profession.

AMOUNT, NUMBER, QUANTITY

Amount means the sum total and applies to quantity and number. Number applies to things which may be counted; quantity to that which may be measured.

ANSWER, RESPONSE, REPLY

An answer is given to a question. A response is made to assert or affirm and is in accordance with the words of another. A reply is made to an assertion. We answer letters and reply to arguments and statements.

ADMITTANCE, ADMISSION

Admittance is the right or permission to enter, it refers to place.. Admission not only refers to place but also to position or favor.

ARGUMENT, PLEA

A plea is a defendant's answer of fact before a trial and is addressed to the court. An argument is the reasons offered for or against an opinion. An argument may be addressed to the Court or to the Jury.

ASSERTION, STATEMENT

An assertion is a declaration without proof. A statement is a formal narration of facts.

ACCEPTANCE, ACCEPTATION

Acceptance means the act of accepting, or a favorable reception. Acceptation is the state of being accepted; also the sense in which an expression is generally accepted. Words and expressions acquire their acceptation from the manner in which they are generally used.

EXERCISE 11

Write the number of each sentence and the correct word.

ABILITY, CAPACITY

1. His _____ to write a good letter secured for him the position.
2. The _____ of the theatre is not great.
3. He has much _____ as a student but not much _____ as a teacher.
4. The chairman did not have the _____ to control the convention.
5. The test will show your _____ as a stenographer.
6. The work requires a particular kind of _____.

AVOCATION, VOCATION

1. In the selection of a _____ a young man should use great care.
2. Trout fishing is a pleasing _____.
3. Lawn tennis was the young doctor's _____.
4. The doctor was very successful in his _____.
5. While in college, base-ball was his _____; but later in life, it became his _____.
6. Golf is the _____ of many professional men.

AMOUNT, NUMBER, QUANTITY

1. The government employs a large _____ of persons.
2. What _____ of coal did you burn last year?
3. We saw a _____ of children playing in the street.

4. What ——— of money did you lose?
5. The storm destroyed a ——— of houses.
6. Brazil exports a large ——— of coffee.
7. A great ——— of persons visited Chicago in 1893.
8. The man bought a ——— of books and a ——— of paper.
9. A large ——— of butter is made in New York State.
10. Delaware produces a large ——— of peaches.
11. The ——— of hogs killed annually in Chicago is more than eight million.

ANSWER, RESPONSE, REPLY

1. His ——— to the question was correct.
2. The lawyer's ——— to the argument was impressive.
3. This ——— will confirm the settlement that you suggest.
4. The ——— to the question was short, but the ——— to the objection was long.
5. We shall ——— your letter to-morrow.

ADMITTANCE, ADMISSION

1. The thief gained ——— to the house through an open door.
2. The requirements for ——— to colleges vary.
3. He gained ——— to the best society.
4. Apply for ——— to the show at the office.
5. The ——— of the territory as a state was opposed.

ARGUMENT, PLEA

1. The ——— of the prisoner to the court was self defence.
2. During the lawyer's ——— to the jury the prisoner wept.
3. Some lawyers can outline a strong ——— but cannot present it forcefully to the jury.

ASSERTION, STATEMENT

1. This needs some better proof than mere ——— to make us believe it.
2. The ——— of the bank was satisfactory to the stock-holders.
3. We have heard strong ——— without proof.
4. The prisoner's ——— was found to be untrue.
5. The petition contained a clear ——— of their objections.

ACCEPTANCE, ACCEPTATION

1. The _____ of the gift places you under obligations to him.
2. The _____ of his resignation is expected.
3. In its common _____ "by and by" means never.
4. Time brings about a change in the _____ of many words.
5. The lawyers did not agree concerning the legal _____ of many words.
6. The _____ of the terms of peace ended the hostilities.
7. The _____ of a draft makes the acceptor liable for its payment.
8. The character of the members of the committee justifies our _____ of their report.

LESSON 12

NOUNS SOMETIMES MISUSED—Continued

CENTER, MIDDLE

Center is a point equally distant from the extremities of a line or from all parts of the circumference of a circle. Middle is not so definite.

COMPLEMENT, COMPLIMENT

Complement is that which completes; full quantity, number, or amount. A compliment is an expression, by word or act, of praise or approbation.

COUNCIL, COUNSEL

A council is an assembly of persons convened for deliberation. Counsel is advice or one who gives advice, especially in legal matters.

CUSTOM, HABIT

A custom is the frequent repetition of some act. Habit is the involuntary tendency to do certain acts, acquired by their frequent repetition.

COUPLE, PAIR

Couple means two of the same kind connected or considered together. Pair is applied to two correspondent parts or things that depend on each other.

CONSCIENCE, CONSCIOUSNESS

Our conscience is our judgment of right and wrong. Consciousness is the state of knowing one's own existence, sensations, etc.

COMPLETION, COMPLETENESS

Completion is the act or process of making complete. Completeness is the state of being complete.

DECEPTION, DECEIT

Deception refers to the act of deceiving. Deceit is a trait of character.

DEPOT, STATION

A depot is a place for the storage or transfer of goods. A station is an established place or building serving as a starting-point, or stopping place, as on a railway.

EMIGRATION, IMMIGRATION, MIGRATION

Emigration is the moving from one country for the purpose of settling in another. Immigration is the moving into a country for the purpose of settling in that country. A person who leaves his fatherland is an emigrant from it and an immigrant to the country in which he settles. Migration refers to the change of dwelling-places, usually for short periods only, and applies to animals as well as to persons.

EXERCISE 12

Write the number of each sentence and the correct word.

CENTER, MIDDLE

1. There is a crack running down the _____ of the wall.
2. A table stood in the _____ of the room.

3. A path runs through the _____ of the park.
4. In the _____ of the garden was a fountain.
5. The arrow struck the _____ of the target.

COMPLIMENT, COMPLEMENT

1. The captain has obtained the _____ of his crew.
2. The _____ of an angle is the difference between the angle and a right angle.
3. Present my _____ to Mr. Brown.
4. The ship has its _____ of stories.

COUNCIL, COUNSEL

1. He is a member of the common _____.
2. All the priests and elders took _____ against him.
3. The king found his _____ as refractory as his judges.
4. The _____ for the defense filed many exceptions.
5. He gave us wise _____.

CUSTOM, HABIT

1. The observance of Mothers' Day is a beautiful _____.
2. Cigarette smoking is a very injurious _____.
3. It is good _____ to speak softly; it will soon become a _____.
4. It was the _____ of Scotch Highlanders to go bareheaded.

COUPLE, PAIR

1. The girl had a _____ of apples in her basket.
2. He bought a _____ of new shoes.
3. A _____ of spectacles lay on the table.
4. Did you see the bridal _____?

CONSCIENCE, CONSCIOUSNESS

1. Many believe that _____ is our highest guide.
2. The pain was so great that the injured man lost _____.
3. The _____ of wrong caused the prisoner to confess.
4. Our _____ is accompanied with feeling of approbation and condemnation.

COMPLETION, COMPLETENESS

1. We hope for the _____ of the new railroad by January.
2. The comfort of passengers is secured by the _____ of the equipment.

3. The _____ of his collection of books was surprising.
4. The _____ of the tunnel was celebrated by a banquet.
5. The _____ of the canal was a great stimulus to commerce.

DECEPTION, DECEIT

1. _____ is no longer considered a good business principle.
2. The beauty of his character was destroyed by _____.
3. The man won our confidence by _____.
4. He was friendly to man and far from _____.
5. Talleyrand was despised for his _____.
6. The American Indian was a master in the art of _____.
7. _____ is of the very nature and essence of sin.

DEPOT, STATION

1. We arrived at the _____ after the train had departed.
2. Our goods are now in the _____.
3. The new _____ in New York is a magnificent building.
4. The _____, with all its stores, was destroyed.
5. Our train left Grand Central _____, New York at 10.45.

EMIGRATION, IMMIGRATION, MIGRATION

1. Some European countries encourage _____ to the United States.
2. Some persons think that unrestricted _____ is one of the perils of our nation.
3. _____ is one of the causes of the increase in our population.
4. Pericles tried to get rid of the superabundant population by encouraging _____.
5. _____ of a foreign population is not always a benefit to the moral condition of a nation.
6. _____ has reduced the population of Ireland.
7. _____ from Italy is filling the Argentine Republic with Italians.
8. The _____ of birds is an interesting study.

LESSON 13

NOUNS SOMETIMES MISUSED—Continued

ERROR, MISTAKE, BLUNDER

An error is an unintentional deviation from correctness. A mistake is an error in judgment, or perception. A blunder is a gross error resulting from carelessness, stupidity and unexcusable ignorance.

ENORMITY, ENORMOUSNESS

Enormity is used of deeds that are opposed to order, right, or decency. Enormousness is used of things of unusual size.

ESTIMATION, ESTIMATE

Estimation and not esteem should be used in the sense of "opinion" or "regard." An estimate is an approximate judgment.

FALSITY, FALSENESS

Falsity is that which is untrue without suggesting blame. Falseness is nonconformity to truth and usually implies blame.

HESITATION, HESITANCY

Hesitation is slowness in forming an opinion or in reaching a decision. Hesitancy is the habit of hesitating.

IMPORT, IMPORTANCE

Import refers to meaning; importance refers to the quality of being important.

INVENTION, DISCOVERY

Invention is used of that which is new or produced for the first time. Discovery applies to that which existed before but which was unknown.

IDENTITY, IDENTIFICATION

Identity means the condition of being the same. Identification is the act of determining what a given thing, or who a given person is.

LIMIT, LIMITATION

Limit means the utmost extent. Limitation means the act of limiting or a restriction.

MAJORITY, PLURALITY

Majority means more than half of a given number. Plurality means the excess of the highest number of votes cast for any one candidate over the next highest number.

EXERCISE 13

Write the number of each sentence and the correct word.

ERROR, MISTAKE, BLUNDER

1. The bookkeeper found the _____ in his work.
2. The stenographer made several _____ in transcribing her notes.
3. The business man will not employ a bookkeeper who makes _____.
4. The _____ of the inexperienced man were very funny.

ENORMITY, ENORMOUSNESS

1. The _____ of the building surprised the visitors.
2. The _____ of the prisoner's crimes caused the lynching.
3. The _____ of the Titanic caused some to think the boat would not sink.
4. The _____ of the murder of the German minister in Peking is unparalleled.
5. The _____ of the project to build a railway across Siberia did not deter Russia from building it.

ESTIMATION, ESTIMATE

1. The _____ of the cost of doing the work seems reasonable.
2. The advance of civilization is marked by a more reasonable _____ of women.

3. He was held in high _____ by those who knew him.
4. What was the _____ of the cost of New York's underground railway?

FALSITY, FALSENESS

1. Truth is the opposite of _____, but error is the same as _____.
2. Captain Carter's _____ placed him in prison.
3. Arnold was despised for his _____.
4. We have seen the _____ of that supposition.
5. The _____ of his reasoning is evident.
6. Piety is opposed to _____.

HESITATION, HESITANCY

1. When angry, _____ in reaching a decision is wise.
2. _____ is the cause of many failures.
3. The _____ of the prisoner in answering questions made an unfavorable impression.
4. He was a man of indecision and _____.

IMPORT, IMPORTANCE

1. The prisoner did not know the _____ of the judge's sentence.
2. The deliberations of the Paris Peace Commission were of the highest _____ to Cuba.
3. They were engaged in work of the highest _____.
4. She heard the tolling of the bell and trembled at its _____.
5. This is a serious business and of great _____.
6. The Eastern question was of grave and serious _____.

INVENTION, DISCOVERY

1. The _____ of America by Columbus was an important event.
2. The steam engine is one of the greatest _____.
3. The _____ of the law of gravitation was made by Newton.
4. Before the _____ of the telescope little was known of astronomy.
5. The _____ of electricity has revolutionized our methods of transportation.
6. Gold was _____ in California in 1848.
7. Galileo is celebrated for his _____ of the laws of the pendulum and for his _____ of the telescope.

IDENTITY, IDENTIFICATION

1. In the destruction of the building, many bodies were so badly burned that their _____ was impossible.
2. Peter the Great concealed his _____ and learned ship-building.
3. The check will not be paid unless you establish your _____.

LIMIT, LIMITATION

1. We still have a _____ of the right to vote.
2. The students were permitted to walk within certain _____, but the time for their so doing was subject to _____.
3. Washington was given command of the army with few _____.
4. Power upon which no _____ are imposed soon becomes tyrannical.
5. As we advance in life, we learn the _____ of our abilities.
6. The Council established a _____ upon the sale of intoxicating liquors within certain _____.

MAJORITY, PLURALITY

1. Brown received 67 of the 89 votes, a good _____.
2. If Brown received 51 votes, Smith 48, and Jones 40, Brown is elected by a _____ not by a _____.
3. A candidate who is elected by a _____ may not have received a _____.

LESSON 14

NOUNS SOMETIMES MISUSED—Continued

NEGLECT, NEGLIGENCE

Neglect is the act of neglecting. Negligence is the habit or trait of neglecting or omitting to do things

NEWS, TIDINGS

News is general in its nature and singular in number. Tidings are personal and the word is used usually in the plural sense.

OBSERVANCE, OBSERVATION

Observance is the act of celebrating. Observation is the act of taking notice or looking at intently.

PARTY, PERSON

A party is a number of persons. In legal usage, however, party means a person who enters into a contract or an agreement with another. A person is a human being.

PART, PORTION

Part is that which is less than the whole. Portion suggests the idea of an assignment, an allotment or a share.

PRETENCE, PRETENSION

Pretence is that which is advanced or displayed to conceal that which is real. Pretension is that which is intended to display that which is good.

PATRON, CUSTOMER

We should associate patron with the arts. Customer is a commercial word and means one who gives his custom or trade to another.

PRINCIPAL, PRINCIPLE

Principal means the chief or leader; one who takes a leading part. Principle is a general truth.

PROPOSITION, PROPOSAL

A proposition is that which is proposed for discussion. A proposal is that which is offered for acceptance or rejection.

EXERCISE 14

Write the number of each sentence and the correct word.

NEGLECT, NEGLIGENCE

1. Through _____ to do our duty, we form the habit of _____.

2. The house showed many signs of _____.
3. _____ is a costly habit.
4. _____ is the cause of many accidents.
5. Without their _____ the money was lost.
6. President Taylor's grave in Richmond shows evidence of _____.
7. _____ is an unfortunate trait of character.

NEWS, TIDINGS

1. The public was eager for _____ from the disaster.
2. The persons who had friends on the Titanic awaited anxiously for _____ from them.
3. I bring you good _____ of great joy, which shall be to all the people.

OBSERVANCE, OBSERVATION

1. A strict _____ of the policies of the corporation was required.
2. Some savages have marvelous powers of _____.
3. The _____ of the rules of health is necessary for success.
4. After his _____ of the eclipse, he wrote a scholarly paper on the subject.
5. The _____ of Mothers' Day is a beautiful custom.
6. Sailors develop high powers of _____.
7. A party went from Harvard University to Georgia for the _____ of the Solar Eclipse.

PARTY, PERSON

1. It seems necessary that free government should be administered by _____.
2. He is a _____ of excellent reputation.
3. He is a member of which _____.
4. Only a _____ is capable of a moral act.
5. One of the _____ to the contract did not appear in court.
6. Two _____ in our _____ were lost.
7. How many _____ are there in the _____?
8. The _____ of the first part hereby agrees.

PART, PORTION

1. A _____ of the building was destroyed.
2. He squandered his _____ of the estate.

3. The whole is equal to the sum of all its _____.
4. A _____ of the crew was saved.
5. What part of the play did you enjoy best?

PRETENCE, PRETENSION

1. The goods were obtained under false _____.
2. Some of the nobility conspired to support the prince's _____ to the throne.
3. Under the _____ of friendship he obtained my consent.
4. With a few, religion may be a mere _____.

PATRON, CUSTOMER

1. The merchant's _____ had confidence in his honesty.
2. We desire to thank our _____ for their loyal support.
3. Cromwell, a farmer in early life, was a _____ of agriculture.
4. In the age of Augustus, sculpture had many _____.
5. J. Pierpont Morgan has been declared a _____ of art and letters.

PRINCIPAL, PRINCIPLE

1. The _____ rejoiced at the success of his students.
2. In studying a _____, we should not lose sight of its application.
3. Both _____ and agent were found guilty.
4. The _____ had difficulty in teaching the students the _____ of cube root.
5. Socrates was declared a teacher of false _____.

PROPOSITION, PROPOSAL

1. His _____ of marriage was accepted.
2. The _____ that all men are created equal is not understood by all.
3. The student demonstrated the _____ of geometry very well.
4. Sealed _____ for paving the streets were received by the committee.
5. The _____ that the men receive an increase in wages was accepted.
6. The contractors submitted a _____ for street cleaning.

LESSON 15

NOUNS SOMETIMES MISUSED—Continued

REQUIREMENT, REQUISITE, REQUISITION

A requirement is a necessary condition required by a person or persons. A requisite is a condition necessitated by the nature of things or by circumstances. A requisition is an authoritative demand or an official request.

RELATIVE, RELATIONSHIP, RELATION

A relative is one connected by blood or marriage. Relationship is the state of being related by kindred or alliance. Relation is the state of being related but is broader than relationship and does not necessarily imply kinship.

SEWAGE, SEWERAGE

Sewage is the waste matter carried off by the sewers. Sewerage is the system of sewers.

SITE, SITUATION

Site is applied to the ground on which something is erected or on which something reposes. Situation includes the local aspects and surroundings.

SOLICITUDE, SOLICITATION

Solicitude is the state of being uneasy of mind or anxious. Solicitation is the act of soliciting or earnestly asking.

STIMULUS, STIMULANT, STIMULATION

Stimulus is anything that rouses the mind or spirits to increased activity. Stimulant usually has a medical use and means that which excites any of the organs of the body. Stimulation is the act of stimulating or the condition of being stimulated.

SERIES, SUCCESSION

Series is an arrangement of one thing after another according to a law or rule related to the nature of the things. Succession is the following of the things, one after another, without implying a relation or connection.

TESTIMONY, EVIDENCE, VERDICT

Testimony is the expression of persons given to convince. Evidence is that which convinces and includes not only the testimony of witnesses but also all facts tending to prove a thing true. A verdict is the decision of a number of persons acting as one body.

EXERCISE 15

Write the number of each sentence and the correct word

REQUIREMENT, REQUISITE, REQUISITION

1. The _____ for admission to college are more difficult than they once were.
2. One of the _____ of success is good health.
3. That students of stenography have a good English education is a wise _____.
4. The work of the stenographer is such that a practical knowledge of English is a _____.
5. The governor issued a _____ for the escaped prisoner.
6. The agent sent a monthly _____ for supplies.
7. Honesty is one of the first _____ for success in business.
8. A sound body is one of the first _____ for success in the army.
9. The general made frequent _____ on the commissary department.

RELATION, RELATIONSHIP, RELATIVE

1. We should confine our cares to ourselves and _____.
2. He has many _____ living in the city.
3. There is a vital _____ between experience and knowledge.
4. The _____ of mother to child is sacred.
5. The _____ of the moon to tides is not definitely known.

6. President Lincoln and Colonel John Hay always had very pleasant _____ with each other.
7. Abigail Dodge was one of James G. Blaine's _____.

SEWAGE, SEWERAGE

1. To dispose of the _____ of a large city is a great problem.
2. Many rivers receive the _____ of large towns.
3. Fifty thousand dollars was spent to improve the _____ of the city.
4. The heavy rain damaged the _____ greatly.
5. Boston has an elaborate _____ system.
6. The Chicago Drainage Canal takes the _____ of that great city away from Lake Michigan.

SITE, SITUATION

1. The school building has a pleasant _____.
2. In selecting the _____ of a building, the _____ should be considered.
3. New York has an excellent _____ for foreign trade.
4. The _____ of the fortifications has been fixed.
5. The _____ of Rouen is wild and picturesque.
6. Beverly Farms, Massachusetts, has a charming _____.

SOLICITUDE, SOLICITATION

1. After frequent _____ the man was given employment.
2. The _____ of a mother for her child is not appreciated by all.
3. Each pang was soothed with fond _____.
4. It is our duty to resist the _____ of evil.
5. Mary made threats and in many instances caused me great _____.

STIMULUS, STIMULANT, STIMULATION

1. Competition is sometimes a _____ to greater effort.
2. His nerves were shattered by the constant use of _____.
3. The _____ of conscience is always beneficial.
4. The woman who fainted was given a _____.
5. Ambition is a _____ to great action.
6. They gave the exhausted swimmer brandy, as a _____.
7. Whiskey, ordinarily a _____, is, when taken in excess, a powerful narcotic.

SERIES, SUCCESSION

1. This bank note belongs to the _____ of 1912.
2. A _____ of festivities followed the signing of the treaty.
3. A _____ of promotions followed the change of management.
4. A _____ of storms followed the hot day.
5. The man's arrest followed a _____ of thefts.

TESTIMONY, EVIDENCE, VERDICT

1. The _____ of the witnesses was contradictory.
2. The _____ of the jury was thought to be just.
3. An alibi was the _____ that cleared the accused man.
4. The _____ of the alienists differed surprisingly.

LESSON 16

PRONOUNS

PERSONAL PRONOUNS

In the expression, "I saw him yesterday," "I" points definitely to a single person, the one speaking, without naming the person.

In the sentence, "You should answer the letter immediately," "you" specifies one particular person, the one whom the speaker addresses.

Likewise, "he" in the sentence, "He did his duty," signifies one particular person who may have been named before, not the speaker, however, nor the person to whom something was said.

In each of the above illustrations, a single word has, like a proper noun, indicated a person without naming the person.

The words I, you, he, she, it, and they, since they take the place, either of a proper or of a common noun, have been called *pronouns*.

A word that is used in place of a noun or another pronoun is a pronoun.

With the exception of "it," and sometimes "they," the

pronouns, given above, refer directly to some *person* or *persons* and are, therefore, *personal* pronouns.

A pronoun which represents the speaker or speakers; the person or persons spoken to; or the person or persons, the thing or things spoken of, is a personal pronoun.

The pronoun "I" should be capitalized always.

INTERROGATIVE PRONOUNS

In the sentences, "Who goes there?" "Which is the larger?" "What is the thing we have missed?" the words, "who," "which" and "what," take the place of common nouns and their modifiers; such as, "what person," "which object," "what thing." In the above sentence, "who," "which," and "what" are *interrogative* pronouns.

A pronoun that is used in asking a question is an interrogative pronoun.

Interrogative pronouns are used also in *indirect* questions; that is, questions quoted from the original speaker in sentences suggesting, but not asking, questions; as, "He asked who had done the work."

RELATIVE PRONOUNS

In the sentences, "They found the book that was lost" and "The trees which bend over the river are willows," the words, "that" and "which," connect the dependent clauses to the words modified by the clauses, and are *relative* pronouns.

A pronoun that joins a dependent clause to the noun or pronoun that the clause modifies, is a relative pronoun.

DEMONSTRATIVE PRONOUNS

In the sentences, "This is the one I like," "That is your duty," "These are mine," "Those are yours," the words, "this," "that," "these," and "those" simply *point out* the thing which the subject represents, "This book," "That act,"

"These apples," "Those pears," or whatever noun may be understood. These words are called *demonstrative* pronouns.

A pronoun used to point out the person or thing spoken of, is a demonstrative pronoun.

"This" usually refers to a person or a thing near at hand or near in thought; likewise, "these" refers to persons or things.

"That" is used to direct attention to a person or a thing more remote in position or in thought; similarly, "these" refers to persons or to things.

INDEFINITE PRONOUNS

In the sentences, "Everybody did his duty," "Nobody failed to pass the examination," "Something has happened," the words "everybody," "nobody," and "something" represent not a *definite* person or thing; but they represent an *indefinite* number of persons or things. Such words are called *indefinite* pronouns.

A pronoun that represents an indefinite number of persons or things, is an indefinite pronoun.

Among the indefinite pronouns are the following: each, either, neither, some, any, many, few, all, both, aught, naught, such, other, each other, one another; also the compounds of some, any, every, and no with one, thing, and body; as, something, anyone.

EXERCISE 16

Classify the pronouns in the following sentences, as suggested by model.

PER- SONAL	INTER- ROGATIVE	RELAT- TIVE	DEMON- STRATIVE	INDEFI- NITE

1. Who fears to speak the truth?
2. Which is it to be?
3. What is the dawn without the view?

4. What can I do for you?
5. I mean to stand upon the Constitution.
6. We are sure to find something here.
7. He was ever precise in promise keeping.
8. She was admired by all who knew her.
9. They say best men are molded out of faults.
10. This is not a fit place for you.
11. Those who have known grief seldom seem sad.
12. They had few books, but those were of the best.
13. We work, and that is godlike.
14. All would live long, but none would be old.
15. Each shall give us a grain of gold.
16. All are not taken.
17. Much may be said on both sides.
18. None but the brave deserve the fair.
19. Nothing is rarer than a word in its right meaning.
20. Who was Stonewall Jackson?
21. What was the dying order of Captain Lawrence?
22. Which is the larger planet, Venus or the Earth?
23. What is opportunity to the man who can't use it?
24. Man cannot cover what God would reveal.
25. I that speak unto you am he.
26. Employ anyone who applies.
27. Regions that have no vegetation are called deserts.
28. Both went to the war, but neither returned.
29. Show me the butterfly which you caught.
30. I saw what he was doing.

ERRORS IN THE USE OF PRONOUNS

1. Do not use the pronouns *this* and *that* with weak reference.

EXAMPLE.—Incorrect: The judge asked where the witness was. The lawyer could not answer *that*.

Correct: The judge asked where the witness *was*. The lawyer could not answer the question.

2. Do not use a pronoun followed by its antecedent in parentheses.

EXAMPLE.—Incorrect: If Brown struck Smith, there is no objection to his (Smith's) action in the matter.

Correct: If Brown struck Smith, there is no objection to Smith's action in the matter.

3. A pronoun should not be used to refer to a word or phrase that has not been expressed.

EXAMPLE.—*Incorrect:* John is a pianist, the study of which instrument he began when he was a boy.

Correct: John is a pianist. He began the study of the piano when he was a boy.

4. A pronoun should not be used to refer to a noun subordinate in use.

EXAMPLE.—*Incorrect:* In Dickens' David Copperfield, he relates incidents in his own life.

Correct: Dickens, in David Copperfield, relates incidents in his own life.

5. *You* and *they* should not be used indefinitely.

Poor: They had a wreck on the railroad.

Good: There was a wreck on the railroad. (or) A wreck occurred on the railroad.

6. A pronoun should not be placed too far from the noun to which it refers.

DEFINITIONS

A **pronoun** is a word used to represent a noun or another pronoun.

A **personal pronoun** is one which represents the speaker or speakers; the person or persons spoken to; the person or persons, the thing or things spoken of.

An **interrogative pronoun** is one which is used in asking a question.

A **relative pronoun** is one that joins a dependent clause to the noun or pronoun that the clause modifies.

A **demonstrative pronoun** is one which points out the person or thing spoken of.

An **indefinite pronoun** is one which represents an indefinite number of persons or things.

OUTLINE CLASSIFICATION OF PRONOUNS

Classes	1. Personal 2. Interrogative 3. Relative 4. Demonstrative 5. Indefinite
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LESSON 17

ADJECTIVES

From our previous study of modifying elements, in lesson 4, we have learned that a single word may be used as a modifier. We shall now study words which modify *nouns* and *pronouns*.

In the sentences, "Diligent students are successful," "Dilatory students are unsuccessful," the words, "diligent" and "dilatory," divide into two classes the persons represented by the class name *students*.

The words, "diligent" and "dilatory," limit the application of the word "students" by expressing certain qualities or characteristics of the students.

Diligent students or *dilatory students* applies to fewer persons than *students* alone.

A word that limits a noun by expressing quality or characteristic, is a descriptive adjective.

We should note that adjectives which denote qualities that always belong to the noun do not limit; as, *white* snow, *blue* sky.

If we say, "the," "that" student, or "some," "many," "ten" students, we do not name any quality or characteristic of students; but "the," "this," or "that" points out a particular student and *limits* the word student to the one pointed out; "some," "many," or "ten" limits the words in respect to the number of students that it denotes.

A word that limits a noun by pointing out, numbering, or denoting quantity is a definitive adjective.

Definitive adjectives may be divided into two classes:

1. **Numerals**—The numerals are the adjectives which express *number*.

The numerals are divided into: Cardinals or the ones used in *counting*; as ten, forty, etc.; ordinals, those that show the *order* of anything in a series; as tenth, fortieth; fractionals those that denote one of a certain number of equal parts; as a tenth, a fortieth; multiplicatives, those which show how many times anything is taken; as, forty-fold, fifty-fold.

2. **Pronominals**—The pronominal adjectives are pronouns which are used as adjectives.

Pronominal adjectives are divided into: demonstrative, interrogatives, relative, and indefinite.

The demonstrative adjectives are this, that, these, those, yon, yonder.

EXAMPLE.—*Each* man did his duty.

The interrogatives are which and what.

EXAMPLE.—*Which* lesson did you study?

The relatives are which and what.

EXAMPLE.—I know *which* lesson you studied.

Most of the indefinite pronouns, with a few other similar words, may be used as indefinite adjectives. The most commonly used are the following: Each, every, either, neither, some, any, many, few, all, both, no, such, and other.

Adjectives derived from proper nouns are called *proper* adjectives; such as, American, Bostonian. (Proper adjectives should be capitalized.)

Any descriptive adjective which is not proper is said to be common.

Sometimes two or more words are used as an adjective; and, when so used, they are said to form a compound adjective. The words forming a compound adjective should be joined with a hyphen; as, first-class students, long-distance runner.

ARTICLES

A, AN, THE

The definitive adjectives "a," "an," and "the" are called *articles*.

"An" is used before a *vowel* sound; "a" before a *consonant*. Some writers use "an" before words beginning with a pronounced h; as, *an* historian *an* hypothesis; but present use favors *a*.

"An" or "a" is used to limit a noun to *one* thing of a class. "The" is used to distinguish one thing or several things from others, and one class of things from other classes.

We may say "a book," meaning *any one book*; but we cannot say "This is a good kind of *a book*," because "book" is here meant to denote the *whole* of a class, and "a" limits its noun to *one* thing of a class. We should say "This is a good kind of *book*." "A" or "an" should not be repeated before the second term of a comparison when both terms refer to the same person or thing; as, "He is a better scholar than teacher."

If two or more connected adjectives modify *different* nouns, expressed or understood, "an," "a," or "the" should be used before *each* adjective; if the adjectives modify the *same* noun, the article should not be repeated.

"A red and a white flag" means *two* flags—one red and the other white.

"A red and white flag" means one flag partly red and partly white.

Connected nouns naming things that are to be distinguished should each be preceded with an article; as, "*a* noun and *a* pronoun are alike in use."

"A" has a peculiarity when used before "few" and "little." "Few" means *not many*, but "a few" means *some*. "Little" means *not much*, but "a little" means *some*.

EXERCISE 17

Classify the adjectives in the following sentences, as suggested by model.

DESCRIPTIVE

DEFINITIVE

common	proper	article	numerals	pronominal
1. Every hour of every day has its duty.				
2. Both candidates are good men.				
3. Iron pillars support many heavy structures.				
4. Swedish iron makes the best steel.				
5. The army had rations for two days only.				
6. The storm lasted three days.				
7. The necessity for haste seemed to cause a hundred-fold delay.				
8. What is the name of yonder mountain?				
9. What book have you?				
10. He believes whatever idle rumor he may hear.				
11. Both doctors said the same thing.				
12. Which states were admitted during Grant's administration?				
13. Much harm may be done by a few thoughtless words.				
14. We saw five tall soldiers in gay red uniforms.				
15. These tall shrubs bear many large white flowers.				
16. Few persons are good economists of their fortune.				
17. The first step to greatness is to be honest.				
18. The rugged cliff has a thousand faces.				
19. These little things are great to little men.				
20. Every flock contains some black sheep.				
21. Both rivers rise in the same plateau.				
22. This park contains forty-four acres.				
23. Eight men were on that committee.				
24. No man knows all things.				
25. There are no shade trees on either side of that street.				
26. Few and short were the prayers he said.				
27. The Christian religion is spreading rapidly.				
28. The British colonies are loyal to the crown.				
29. The Persian rug was beautiful.				

Write the following sentences making the needed corrections.

1. We saw a strange kind of a bird.
2. There is a difference between the sin and sinner.
3. Woman is the equal of a man.
4. Do you like this kind of a pen?
5. He always has some kind of an explanation.
6. There are a few pleasant days in March, because it is a stormy month.
7. Idlers always have some sort of an excuse.
8. Distinguish carefully between an adjective and adverb.
9. The lion, as well as tiger, belongs to the cat tribe.
10. The Northern and Southern Hemisphere.
11. The right and left hand.
12. The fourth and fifth verse.
13. Oak is harder than the maple.
14. Dog is a quadruped.
15. Churchill received the title of a duke.

Indicate whether “a” or “an” should be used with each of the following, and give reason.

hero	uniform	inheritance	account	umpire
hundred	university	enemy	heir	usurper
hook	yew tree	owl	hour	history
historian	unit	umbrella	hysterical laugh	ocean
hypothesis	honest man	hard apple		

DEFINITIONS

An **adjective** is a word which modifies the meaning of a noun or a pronoun.

A **descriptive adjective** limits a noun by expressing quality or characteristic.

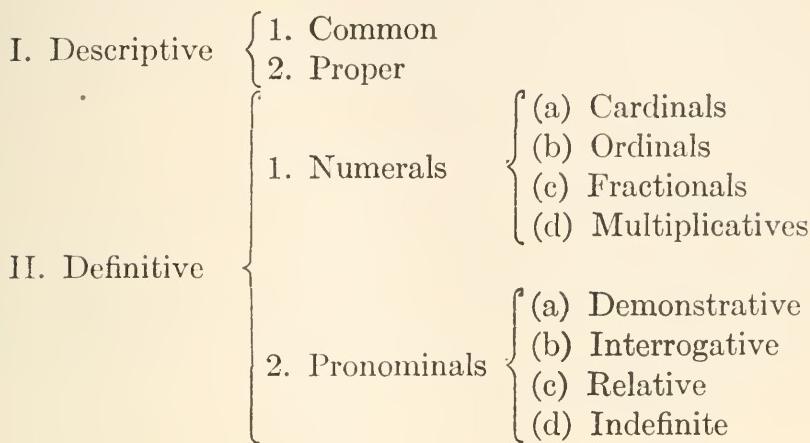
A **proper adjective** is a descriptive adjective derived from a proper noun.

A **definitive adjective** is one that limits a noun by pointing out, numbering, or denoting quantity.

A **numeral adjective** is one that expresses number.

A **pronominal adjective** is a pronoun used as an adjective.

OUTLINE CLASSIFICATION OF ADJECTIVES



LESSON 18

ADJECTIVES SOMETIMES MISUSED

AVERAGE, ORDINARY

Average implies an arithmetical computation. Ordinary implies that which is usual or common.

APT, LIKELY, LIABLE

Apt implies a natural tendency. Likely refers to a contingency regarded as very probable and usually favorable. Liable refers to a contingency as unfavorable.

AGGRAVATING, IRRITATING

Aggravating means making more intense, burdensome, heinous, etc. It should not be used for irritating or provoking.

BOUND, DETERMINED

Bound means having one's course directed; being obliged, or under necessity. Determined means resolved or decided.

CONTINUAL, CONTINUOUS

Continual means renewed in regular succession; often repeated; very frequent. Continuous is said of that which is extended or prolonged without separation or interruption; unbroken.

CHILDISH, CHILDLIKE, PUERILE

Childish means immature or weak; and when applied to a mature person, it is used with an unfavorable meaning; childlike is usually used in the moral sense, and expresses the moral simplicity of a child. Puerile like childish, when said of mature persons, is uncomplimentary.

CREDIBLE, CREDITABLE

That which may be believed is credible; that which is worthy of approbation is creditable.

COURAGEOUS, BRAVE

Courageous means characterized by courage; brave, characterized by bravery. Courage is mental or moral; bravery is physical.

CONTAGIOUS, INFECTIOUS

Contagious applies to that which is transmissible by contact. Infectious applies to that which is transmissible by contact or through the medium of water, air, clothing, etc.

CONTEMPTUOUS, CONTEMPTIBLE

That is contemptuous which shows or expresses contempt; that which deserves contempt is contemptible.

EXERCISE 18

Write the number of each sentence and the correct word.

AVERAGE, ORDINARY

1. The ——— length of human life is increasing.
2. The ——— man has many things for which to be thankful.

3. The _____ age of the signers of the Declaration of Independence was nearly forty-four.
4. The _____ yearly income of dentists is \$1000.00.
5. Their _____ duties were not difficult.

APT, LIKELY, LIABLE

1. Iron is _____ to rust.
2. An impetuous speaker is _____ to say more than he can prove.
3. The ship was _____ to sink at any moment.
4. An industrious worker is _____ to succeed.
5. Rulers are _____ to be killed.
6. Youth is _____ to err.
7. An intoxicated engineer is _____ to cause a wreck.
8. John is _____ to learn German.

AGGRAVATING, IRRITATING

1. His manner was _____.
2. The remarks of the student were _____ to the teacher.
3. The crime was committed under _____ circumstances.
4. The officer said the prisoner's conduct had been very _____.

BOUND, DETERMINED

1. Because the people were _____ not to use stamps, the revenue was small.
2. We are _____ to maintain the principles of public liberty.
3. He is _____ to succeed.
4. We are _____ to keep our engagement.
5. We have promised; therefore, we are _____ to keep our engagement.

CONTINUAL, CONTINUOUS

1. Space and time are _____.
2. The speaker was confused by the _____ interruptions.
3. His life was a _____ prayer.
4. A _____ beach is exposed to the _____ beating of the waves.
5. Few persons have the power of _____ study.

6. A _____ procession of soldiers marched up Pennsylvania Ave.
7. A _____ siege of ten months caused the surrender.

CHILDISH, CHILDLIKE, PUERILE

1. When I became a man, I put away _____ things.
2. Some of the excuses given were _____.
3. Dr. Eliot is a man of _____ simplicity.
4. One should approach him with _____ faith.
5. _____ in a youth does not surprise us.
6. The old man showed _____ impatience.
7. We are surprised to see what is _____ in a man.

CREDIBLE, CREDITABLE

1. The sinking of the Merrimac was a _____ act.
2. Some of the narratives of social conditions are not _____.
3. The young man did some _____ writing.
4. The story told by the prisoner was not _____.
5. Although he failed, his efforts were _____.

COURAGEOUS, BRAVE

1. Words that _____ Raleigh spoke.
2. The soldier should be _____; the office-holder _____.
3. Many _____ men were slain in battle.
4. His refusing the bribe was a _____ act.

CONTAGIOUS, INFECTIOUS

1. Fear is more _____ than ambition.
2. The _____ garments were burned.
3. Some _____ diseases are not _____.
4. Laughter and good humor are _____.

CONTEMPTUOUS, CONTEMPTIBLE

1. It is _____ for a man to take advantage of a child.
2. The man's face bore a _____ look.
3. Stealing is a _____ act.
4. The _____ look of the speaker was understood by the audience.

LESSON 19

ADJECTIVES SOMETIMES MISUSED—Continued

DECIDED, DECISIVE

Decided means unwavering, resolute, emphatic. Decisive is said of that which is conclusive; that which decides.

DEATHLY, DEADLY

Deathly means having the appearance of death; death-like. Deadly is said of that which is capable of producing death.

DESIROUS, ANXIOUS

Desirous means having a desire or experiencing a wish; anxious means feeling a painful or a disturbing suspense.

DUMB, STUPID

That which has no power of speech is said to be dumb; that which is slow of apprehension or understanding is stupid.

EMINENT, IMMINENT

Eminent means high in merit or estimation, distinguished; imminent means threatening to happen at once, dangerous and close at hand.

EXTANT, EXISTING

That is *extant* which has escaped the destroying power of time; that is existing which has existence.

FUNNY, ODD

Funny means comical, provoking laughter; odd means unusual, peculiar.

HUMAN, HUMANE

Human means pertaining to mankind; humane means compassionate, showing helpfulness.

HEALTHY, HEALTHFUL, WHOLESOME

That which is in good health is said to be healthy. That which has a tendency to promote health is healthful or wholesome. Wholesome is commonly applied to food.

IDEAL, BEAUTIFUL, PRETTY

Ideal means pertaining to or existing in ideas; beautiful means having the qualities of beauty. Pretty means pleasing in form, feature, arrangement or design.

EXERCISE 19

Write the number of each sentence and the correct word.

DECIDED, DECISIVE

1. Meade won a _____ victory at Gettysburg.
2. The man spoke in a _____ manner.
3. The _____ victory of the war came when Richmond fell.
4. Have you read Creasy's "Fifteen _____ Battles of the World?"
5. He felt a _____ aversion to going on the water.

DEADLY, DEATHLY

1. All the seven _____ sins have claimed to be agents of progress.
2. The _____ stillness was broken by the caw of a crow.
3. Strychnine is a _____ poison.
4. There was a _____ stillness in the house.
5. Your hands are _____ cold.
6. The bite of the copperhead is _____.

DESIROUS, ANXIOUS

1. None are so _____ as those who watch and wait.
2. The most _____ period of the war was during the battle of Gettysburg.
3. I am _____ to have the debt paid.
4. My brother is _____ of buying the new book.
5. He was _____ concerning his father's health.

DUMB, STUPID

1. God is not _____, that he should speak no more.
2. A boy that can't learn to spell must be _____.
3. The man was deaf and _____.
4. I was struck _____ with fear.
5. As a sheep before her shearers is _____, so He openeth not his mouth.

EMINENT, IMMINENT

1. Daniel Webster was an _____ statesman.
2. The foreign ministers in Peking were in _____ danger of massacre.
3. When the wall fell the firemen were in _____ danger.
4. Lincoln was _____ man.
5. _____ men are usually simple in their manner.

EXTANT, EXISTING

1. The catalogues still _____ show how extensively the sciences were pursued.
2. Several authentic portraits of Washington are _____.
3. Many of Cicero's letters are _____.
4. God created all _____ things.
5. Many _____ social evils should be eliminated.

FUNNY, ODD

1. It is _____ that you did not receive an invitation.
2. He told us a _____ story.
3. The _____ dresses of the foreigners attracted much attention.
4. The picture of "Uncle Sam" and "John Bull" was _____.
5. It is _____ that we do not hear from father.

HUMAN, HUMANE

1. A great library contains the history of the _____ race.
2. "To err is _____; to forgive, divine."
3. Was Christ _____ or divine?
4. The _____ Society tries to prevent cruelty to children.

HEALTHY, HEALTHFUL, WHOLESOME

1. Mutton is _____ food.
2. Tennis is a _____ recreation for a business man.

3. To make _____ beef, a steer should be _____.
4. A man to be _____ should eat _____ food and live in a _____ climate.
5. Farming is a _____ occupation.

IDEAL, BEAUTIFUL

1. This is a, an _____ day.
2. The best judges of art always see _____ possibilities not yet attained.
3. This is a _____ specimen in botany.
4. Gray's elegy is a _____ poem.
5. The landscape was _____.
6. A vase of _____ flowers sat on the table.

LESSON 20

ADJECTIVES SOMETIMES MISUSED—Continued

IDLE, INDOLENT

A person who does nothing useful is idle; one who does nothing at all is indolent.

IMPERATIVE, IMPERIOUS

That which is authoratative or obligatory is imperative; that which is domineering or overbearing is imperious.

LATEST, LAST

Latest is said of that which comes after all others in time; last is said of that which remains after all others in space or in a series.

LENGTHY, LONG

Lengthy is used commonly of discussions, sermons, and discourses, and usually suggests tediousness. Long is said of anything that has length or relatively great line or extension.

LESS, FEWER, SMALLER

Less applies to quantity, fewer to number, smaller to size.

MAD, ANGRY

Mad means insane; angry means feeling anger, moved by violent resentment.

MUCH, MANY

Much is said of quantity; many is said of number.

MUTUAL, COMMON

Mutual means reciprocal and is said of something relating to two persons, sides, or parties. Common is said of something relating to more than two persons, sides, or parties alike.

NEW, NOVEL

New is said of anything recently come into existence, of that which is not old; novel is said of that which is strange or unusual.

NOTABLE, NOTORIOUS

That which is distinguished or worthy of note is notable; that which is widely but unfavorably known is notorious.

ORAL, VERBAL

Oral is used of that which is spoken; verbal is said of that which is expressed in words either spoken or written.

PITIABLE, PITIFUL

That which may be or should be pitied is pitiable; that which is compassionate is pitiful.

PRACTICABLE, PRACTICAL

That which can be put into practice is practicable; that which is not theoretical only is practical.

PROBABLE, PLAUSIBLE

Probable is said of that which is likely to happen; plausible is said of that which is seemingly true but open to doubt.

PROMINENT, PREDOMINATE

Prominent means conspicuous, standing out so as to be easily seen; predominate means having control, superior in number, power, influence.

EXERCISE 20

Write the number of each sentence and the correct word.

IDLE, INDOLENT

1. An _____ man may be willing to use his mind; an _____ man will use neither his mind nor body.
2. Rip Van Winkle was an _____ fellow.
3. An _____ man does nothing useful; an _____ man does nothing at all.
4. There is some hope for the _____ man, but very little for the _____ one.

IMPERATIVE, IMPERIOUS

1. To earn a living is _____.
2. Napoleon's orders were _____, and his manner _____.
3. The general spoke in an _____ tone.
4. It is _____ that immediate action be taken.
5. That we study diligently is _____.

LATEST, LAST

1. What time does the _____ train leave?
2. Have you read "The _____ of the Mohicans?"
3. Do not be ashamed to say you have not read the _____ novel.
4. What is the _____ news?
5. We saw the _____ automobile race.

LENGTHY, LONG

1. His address was a _____ composition.
2. The walk from home to school is not a _____ one.
3. We were wearied by the _____ sermon.
4. The journey seemed _____.
5. We took a _____ walk after dinner.

LESS, FEWER, SMALLER

1. There are no _____ than ten volcanoes in Mexico.
2. I have _____ books than you.
3. He has _____ money than you.
4. Not _____ than twenty persons were hurt in the wreck.
5. This is the _____ number of the two.
6. You waste _____ time than he.
7. _____ students attended the banquet than I expected.
8. I saw not _____ than ten birds on the tree.

MAD, ANGRY

1. The candidate became very _____.
2. The _____ man died in an insane asylum.
3. His bad conduct makes me _____.
4. Great suffering sometimes makes men _____.
5. Why are you _____?

MUCH, MANY

1. _____ inventions are patented each year.
2. Negligence is the cause of _____ accidents.
3. _____ failure is caused by ill health.
4. How _____ apples did you buy?
5. He blames his brother for _____ of his misfortune.

MUTUAL, COMMON

1. David loved Jonathan, and Jonathan loved David; therefore, their love was _____.
2. His trouble is yours, and your trouble is mine; therefore, our trouble is _____.
3. The individual is sometimes sacrificed for the _____ good of all.
4. I have learned, Mr. Jones, that we have some _____ friends.

NEW, NOVEL

1. The idea of having a "Carnation Day" was a _____ one.
2. We had many _____ experiences in the crystal maze.
3. John has bought a _____ overcoat.
4. A _____ star has been discovered.
5. The _____ school building is beautiful.

NOTABLE, NOTORIOUS

1. Jesse James was a _____ criminal.
2. Max Müller was a _____ philologist.
3. Richard Croker was a _____ politician.
4. Washington was a _____ statesman.

ORAL, VERBAL

1. Contracts may be _____ or written.
2. Many believe in the _____ inspiration of the Bible.
3. Not having time to write, the general sent an _____ command.
4. A few _____ changes have been made in the last edition of the book.

PITIABLE, PITIFUL

1. When you see a person in trouble be _____.
2. The condition of the exiles at St. Helena is _____.
3. The condition of the poor is often _____.
4. The lost child was a _____ sight.
5. The most _____ sight one ever sees is a young man doing nothing.

PRACTICABLE, PRACTICAL

1. The world wants men who have a _____ education for work.
2. Many now think aerial navigation _____.
3. Communication across the Atlantic by wireless telegraphy seems a _____ scheme.
4. This plan of work is not _____.
5. Edison's inventions are of a _____ nature.

PROBABLE, PLAUSIBLE

1. The story sounded _____, but we did not believe it.
2. It is by this mixture of truth that error seems _____.
3. It is _____ that the patient will die.
4. Sometimes impossibilities seem _____.
5. It is _____ that we shall go.

PROMINENT, PREDOMINATE

1. The English settlers were _____ in America.
2. Frogs have _____ eyes.

3. A _____ man is usually censured.
4. The Indian race is marked by a _____ of the cheek-bones.
5. Of his many _____ faults, which is _____?

LESSON 21

VERBS

So far, we have considered the predicate as a unit, one of the two essential elements of the sentence.

If we study the predicate more closely, we shall see that it may be divided frequently into two distinct parts. One of these parts either represents an act in a general way or shows a relation between the remaining part of the predicate and the subject of the sentence; the other may represent certain modifying powers or name the person or thing acted upon.

If we say "John cuts," the word "cuts" does not express all we mean to say concerning John. The predicate is *incomplete*.

If we say "John cuts wood," the word "wood" completes the predicate by naming that which receives the action expressed by the other part of the predicate.

"Wood" is said to be an *object complement* and "cuts," a *transitive verb*.

A word that completes a predicate by naming that which receives the action expressed by the verb is called an object complement.

The object complement is also called the *direct object* of the verb.

A word that expresses an action and requires an object complement to complete the meaning, is a transitive verb.

If we say "This rose smells," the predicate is *incomplete*. If we say "This rose smells sweet," the word "sweet" completes the predicate and modifies the subject of the sentence. "Sweet" is a *subjective complement* and "smells," a *copulative verb*.

A word that completes the predicate and refers to the subject is a subjective complement.

A verb that merely asserts relation between its subject and a subjective complement is a copulative verb.

The different forms of the verb "to be"—am, is, are, was, were, will be, shall be, have been, has been, had been—suggest action less apparently than other verbs; and because of this fact, the verb "to be" is called the *copula*.

Not only adjectives but also nouns may be used as subjective complements.

EXAMPLE.—This is a *man*.

An adjective used as a subjective complement is called a *predicate adjective*; a noun so used, a *predicate noun*.

In the sentence, "John made the knife sharp," "sharp" not only completes the meaning of the predicate but also modifies the object complement "knife."

A word that completes the predicate and modifies the object complement is an objective complement.

Such verbs as make, choose, call, and name, frequently have objective complements.

Sometimes we have two or more of the same kind of complements used in the same sentence forming a *compound complement*.

EXAMPLE.—The sun gives light and heat.

Wm. McKinley was a statesman and a diplomat.

They elected John Smith secretary and treasurer.

Frequently a verb represents an action complete in itself; such a verb is said to be *intransitive*.

EXAMPLE.—John studies.

A verb that does not require an object complement to complete the meaning of the sentence is an intransitive verb.

Some verbs may be used either transitively or intransitively.

EXAMPLE.—The boy ran (intransitively).

The boy ran the horse (transitively).

In the sentence, "The teacher gave John a book," "book" is the *direct object* of the verb; John, however, names the person *to whom* the book was given, and we call "John" the *indirect object*.

A word representing the person or thing to or for whom or which an action is performed, is an indirect object.

Verbs that express the acts of giving, bringing, showing, refusing, telling, sending, lending, etc., frequently have indirect objects associated with them.

We may now say that *a verb is a word that affirms the action or existence of some subject.*

EXERCISE 21

Classify the verbs and the complements in the following sentences, as suggested below.

EXAMPLE.—John gave Mary a book.

Subject	Intransitive Verb	Transitive Verb	Object Complement	Indirect Object	Subjective Complement	Objective Complement
1. John		gave	book	Mary		

1. The sea is fascinating.
2. The major handed the servant his card.
3. The lad told the father a falsehood.
4. Every teacher has a diligent pupil.
5. The Turks call their ruler Sultan.
6. We found the journey long.
7. They named the state New York.
8. We gathered her a bouquet.
9. The stranger asked the inn-keeper many questions.
10. Tubal Cain was the first blacksmith.
11. The longest life is short.
12. They made him umpire.
13. Napoleon was a great general.
14. I will write him a receipt.
15. This apple is sweet.
16. Napoleon died in exile.

17. He paid the men the wages.
18. They called him chief.
19. Custom renders feelings blunt.
20. The church appointed the pastor delegate.
21. John told us strange stories.
22. The clerk wrote many letters.
23. The owl has very large eyes.
24. Elizabeth made Raleigh a knight.
25. The mountains are grand and tranquil.
26. Madame de Staël called architecture frozen music.
27. The ant is never idle.
28. Peter Minuit was the first governor of New York.
29. Washington was a punctual man.
30. The indulgent father bought the boy a watch.
31. James studies grammar.
32. The president appointed General Grant commander-in-chief.
33. The task was difficult.
34. They painted the house red.
35. Victor Hugo was a French author.

Use each of the following words as the subject of a sentence; and in each sentence, use two appropriate adjectives as subjective complements:

EXAMPLE.—Glass $\left\{ \begin{array}{l} \text{brittle} \\ \text{transparent} \end{array} \right\}$ Glass is brittle and transparent.

Flowers, iron, coal, war, peace, education, wood, gold, water, leather.

Using the following verbs, as predicates, compose sentences containing objective complements: Choose, appoint, make, name, elect, find, consider, call.

Using the following verbs, as predicates, compose sentences containing indirect objects: Ask, read, tell, unite, give, buy, teach, bring, offer, forward.

DEFINITIONS

A **verb** is a word that affirms the action or existence of some subject.

A **transitive verb** is one that requires an object complement to complete its meaning.

An **intransitive verb** is one that represents an act complete in itself.

The **copula** is the verb "to be," which represents existence or state of being.

An **object complement** is a word that completes the predicate by naming that which receives the act expressed by the verb.

An **indirect object** is a word which represents the person to or for whom an act is performed.

A **subjective complement** is a word that completes the predicate and refers to the subject of the sentence. Intransitive verbs only have subjective complements.

An **objective complement** is a word that completes the predicate and refers to the object complement.

LESSON 22

VERBS SOMETIMES MISUSED

ALLOW, THINK

To allow is to grant or permit. To think is to produce or form by mental processes.

ACCEPT, EXCEPT

To accept means to take that which is offered. To except means to leave out or exclude.

ACCREDIT, CREDIT

To accredit means to invest with authority, to furnish with credentials. To credit means to accept as true; to give credit in an account.

ARGUE, AUGUR

To argue is to give reasons for or against. To augur is to foretell, to predict.

ADMIT, CONFESS

To admit is to concede or grant to be true; to acknowledge the truth or correctness of anything. Admit does not imply guilt. To confess means to admit one's guilt. We confess a sin, crime, weakness, etc.

ALLEViate, RELIEVE

To alleviate means to make less burdensome, less hard to bear. To relieve means to free wholly or in large measure.

AFFECT, EFFECT

To affect means to influence, to change or pretend. To effect means to cause or to bring about. Effect used as a noun means the result.

ADVERTISE, ADVISE

To advertise is to make known by public notice. To advise is to give an opinion by way of counsel; to give advice.

CONVINCE, CONVICT

To convince is to satisfy by evidence in respect to truth or falsity. To convict is to prove or pronounce guilty.

CONVOKE, CONVENE

To convoke means to call together by summons. To convene is to come together.

EXERCISE 22

Write the number of each sentence and the correct word.

ALLOW, THINK

- 1 He would not _____ her to go.
- 2 I _____ she will go.
- 3 The judge _____ an appeal.
- 4 Vanity relates to what we would have others _____ of us.
- 5 The captain did not _____ the soldiers to cheer.
- 6 I _____ there will be a good game to-morrow.

ACCEPT, EXCEPT

1. Spain would not ——— the \$100,000,000 offered for Cuba by our government.
2. Jefferson Davis was ——— from the Amnesty Proclamation.
3. Will you ——— this gift from me?
4. It is a pleasure to ——— your invitation.
5. In saying that the students are industrious, I ——— a few.

ACCREDIT, CREDIT

1. Mr. Edwin H. Conger was ——— as minister to China.
2. We could not ——— the story of the battle.
3. We have ——— you with the payment of ten dollars.
4. The reputed agent of the Boer Republic did not come properly ———.
5. John Brown was not ——— for his payment.

ARGUE, AUGUR

1. E'en though vanquished, he could ——— still.
2. The sudden cloud ——— a coming tempest.
3. To ——— the questions at this time is useless.
4. This change in policy ——— better things.
5. I will not ——— the question with you.

ADMIT, CONFESS

1. The sentence I ——— is difficult.
2. I ——— that I spoke too hastily.
3. He ——— that he had stolen the coat.
4. I ——— that John stole the coat.
5. James ——— that he could not work the problem.

ALLEViate, RELIEVE

1. Anaesthetics ——— pain.
2. Water ——— thirst.
3. The widow's cares were ——— by the kindness of her friends.
4. He gave me a powder to ——— my headache.
5. Much is being done to ——— the wants of the poor.

AFFECT, EFFECT

1. The Panama Canal will _____ great change in trade between the Atlantic and Pacific ports.
2. To _____ a favorable verdict, we must _____ the minds of the jury men.
3. Measles sometimes _____ the eyesight.
4. He was greatly _____ by the election.
5. What he planned, he _____.
6. The report of the cannon _____ my hearing.

ADVERTISE, ADVISE

1. When I hear from him, I shall _____ you.
2. The doctor _____ exercise in the open air.
3. The meeting was widely _____.
4. The play was _____ to begin at half-past eight o'clock.
5. _____ us when payment is due.

CONVINCE, CONVICT

1. We succeeded in _____ him of his error.
2. The judge was _____ that the man was guilty, but the jury did not _____ the prisoner.
3. In order to persuade a man, you must first _____ him.
4. He is _____ of folly by his own speech.
5. We were unable to _____ the man that he was wrong.

CONVOKE, CONVENE

1. A special session of the Council _____ at 8 o'clock.
2. The president of the class _____ a special meeting.
3. At what time shall we _____?
4. Congress will _____ in special session April 7.
5. Xerxes _____ a meeting of the Persian counsellors.

LESSON 23

VERBS SOMETIMES MISUSED—Continued

CONSTRUCT, CONSTRUE

To construct means to build, to fashion, to devise. To construe is to interpret, to explain.

CALCULATE, INTEND

To calculate means to compute mathematically. To intend means to be intent upon; to have in view as a purpose.

CAPTIVATE, CAPTURE

To captivate means to charm, win, fascinate. To capture means to take prisoner.

CARRY, BRING

To carry means to take with in going. To bring means to take with in coming.

DRIVE, RIDE

We drive in a vehicle drawn by horses or other animals. We ride on a horse or other animals.

DISCOVER, DISCLOSE

To discover is to get first sight or knowledge of that which was previously unknown. To disclose is to bring into view, to uncover.

DETECT, DISCRIMINATE

To detect is to find out or to determine the existence or presence of. To discriminate is to note difference or to distinguish.

DOMINATE, DOMINEER

To dominate is to control, to rule, to govern. To domineer is to rule or to control unjustly.

DEPRECATE, DEPRECIATE

To deprecate is to lower the price or value of. To depreciate is to plead or argue earnestly against.

DEMAND, ASK

To demand means to ask for by right or authority to insist upon. To ask is to make a request, to express a desire to or for.

ELICIT, ELIMINATE

To elicit is to draw out by some inducement. To eliminate is to remove or to cast out.

EXPOSE, EXPOUND

To expose is to bring forth, to show. To expound is to explain.

EXERCISE 23

Write the number of each sentence and the correct word.

CONSTRUCT, CONSTRUE

1. If a sentence is not well _____, its meaning is obscure.
2. How do you _____ this passage in Shakespeare?
3. You might _____ his remarks in a bad sense.
4. God gives man facts; and out of these facts, man _____ the sciences.

CALCULATE, INTEND

1. You may _____ the area of the field.
2. I _____ to do my duty.
3. He _____ to go to New York to-morrow.
4. Bradley _____ the velocity of light.
5. We _____ to get a good price for the potatoes.

CAPTIVATE, CAPTURE

1. Mark Anthony was _____ by the personal attractions of Cleopatra.
2. The soldiers _____ Lone Star, the Indian Chief.
3. Lieutenant Gillmore was _____ by the Filipinos.
4. The fort was _____ after a heavy bombardment.
5. The style of Washington Irving _____ our attention.

CARRY, BRING

1. The newspapers of the day _____ the letter of Washington into every home.
2. When he dieth, he shall _____ nothing away.
3. What shall I _____ you from the store?
4. The Spartan was to _____ his shield home, or to be borne home on it.

DRIVE, RIDE

1. I went ———ing with John in his new carriage.
2. The children enjoyed ———ing in the pony cart.
3. While ———ing in the race, the man was thrown from his horse.
4. This horse was always ———; he has never been in harness.
5. The twenty miles to Winchester was ——— by Sheridan at fearful speed.

DISCLOSE, DISCOVER

1. The detectives ——— the plot to kill the President.
2. Did the man ——— to you his intentions.
3. The mists rolled away ———ing fertile fields.
4. Columbus ——— America.

DETECT, DISCRIMINATE

1. Careful writers ——— the merits of words.
2. A good cashier is able to ——— counterfeit money.
3. I cannot ——— the error in my account.
4. The inspector ——— a flaw in the steel.
5. It is sometimes difficult to ——— between right and wrong.

DOMINATE, DOMINEER

1. The English ——— in the new world.
2. Three powers there are that ——— the world; Fraud, Force, and Right.
3. To ——— is an ungentlemanly act.
4. The man ——— his servants.

DEPRECATE, DEPRECIATE

1. Both parties ——— war.
2. Do not ——— his honor by what you say.
3. There is a tendency to ——— the works of great men.
4. Those who fail usually ——— the work of those who succeed.

DEMAND, ASK

1. The mob ——— the release of the prisoner.
2. He ——— me where I lived.

3. The price is so low that we must _____ payment in advance.
4. The robber _____ their money.

ELICIT, ELIMINATE

1. Moral beauty _____ a tribute of reverence.
2. If we should _____ from history all its heroism, the record would be barren.
3. The lawyer had much trouble to _____ the facts of the case.
4. We should all strive to _____ the worst elements from society.

EXPOSE, EXPOUND

1. Daniel Webster _____ the constitution of the United States.
2. Martin Luther _____ the Scriptures.
3. The Lexow Committee _____ a great deal of vice in New York.
4. _____ this matter more fully to me.
5. The police should _____ vice.

LESSON 24

VERBS SOMETIMES MISUSED—(Continued)

ESTEEM, ESTIMATE

To esteem is to value highly. To estimate is to assign a value.

HIRE, LET, LEASE

To hire means to obtain the use of a thing or the services of a person. To let is to give the use of. To lease means to grant the use of by written contract.

IMPUTE, IMPUGN

To impute means to ascribe or attribute to. To impugn means to call in question.

INSURE, SECURE

To insure is to guarantee indemnity in case of loss or damage. To secure is to guard from danger, to make safe.

INVESTIGATE, INQUIRE

To investigate is to examine with care. To inquire is to ask for information.

LET, LEAVE

Let means to permit, to allow. Leave means to go away from, to let remain, to let stay or continue.

LOCATE, FIND

To locate means to place, to designate the site or place of. To find means to come upon by seeking, to arrive at.

PURPOSE, PROPOSE

To purpose means to intend, to resolve. To propose is to offer for consideration or acceptance.

PREDICT, PREDICATE

To predict is to tell or declare beforehand. To predicate is to assert as a quality or an attribute.

PRESCRIBE, PROSCRIBE

To prescribe is to lay down as a guide, or rule of action. To proscribe is to denounce, to condemn, to exile.

PERSUADE, ADVISE

To persuade is to influence, to convince. To advise is to give advice, to give counsel.

REPULSE, REPEL

To repulse means to drive back and usually implies hostility. To repel means to force or keep back but it does not imply hostility.

SUSPECT, EXPECT, ANTICIPATE, INAUGURATE

To suspect means to surmise, to mistrust. To expect is to look forward to as certain or probable. To anticipate

means to have a foretaste of, to realize beforehand. To inaugurate means to invest with an office.

EXERCISE 24

Write the number of each sentence and the correct word.

ESTIMATE, ESTEEM

1. That which is highly _____ among men is an abomination in the sight of God.
2. I shall _____ it a favor, if you will write me.
3. The case of the cable was _____ at \$900,000.
4. At what amount do you _____ the cost of the building?

HIRE, LET, LEASE

1. Rooms to _____.
2. We will _____ our house during the summer.
3. Automobiles to _____.
4. We _____ a good horse.
5. Teams to _____.
6. Boats to _____.

IMPUTE, IMPUGN

1. The happy _____ all their success to prudence and merit.
2. We cannot deny the conclusion without _____ing the axioms which are the basis of its demonstration.
3. The judge _____ the man's honesty.
4. He _____ his promotion to faithfulness.

INSURE, SECURE

1. The building was _____ against loss by fire.
2. The canal is _____ by strong fortifications.
3. Many devices are now used on the railroads to _____ safety to the passengers.
4. How can we _____ happiness?
5. Many persons were not _____ against the losses in the Chicago fire.

INVESTIGATE, INQUIRE

1. Then David _____ of the Lord.
2. Franklin _____ the nature of lightning.
3. The committee _____ the officer's conduct.

4. ——— the way, that we may not lose ourselves.
 5. A committee was appointed to ——— the matter.

LET, LEAVE

1. Therefore shall a man ——— his father and mother and shall cleave unto his wife.
2. The grape gatherers ——— some grapes on the vines.
3. Pharaoh said, "I will ——— you go."
4. Rise up, ——— us go.
5. ——— us ——— him to himself.
6. I will ——— you know my answer to-morrow.
7. ——— the dog alone.
8. ——— me out here.
9. They ——— the decision to the judges.

LOCATE, FIND

1. The police ——— the missing man in New York.
2. He ——— his nephew in the railway station.
3. The part of town in which the capital is ——— is delightful.
4. The emigrants were ——— in the Italian quarter.

PURPOSE, PROPOSE

1. I ——— to relate the history of the people of New England.
2. I ——— to work earnestly this term.
3. I ——— that we go fishing.
4. He doesn't ——— to fail this time.
5. He ——— a toast to the President of the United States.

PREDICT, PREDICATE

1. The astronomers ——— the return of the comet.
2. Ambition may be ——— as the predominate trait in Napoleon's character.
3. The old man ——— s that the winter will be cold.
4. Failure to the campaign was ——— by the council of war.

PRESCRIBE, PROSCRIBE

1. The Puritans ——— theatres.
2. Sulla and Marius ——— each other's adherents.
3. The doctor ——— quinine.

4. The number of electors is _____ by law.
5. It is the duty of each state to _____ the manner of voting and to provide the ballot.

PERSUADE, ADVISE

1. I _____ the young man to go to college, but I could not _____ him to do it.
2. I am almost _____ to follow his advice.
3. We were _____ of the risk.
4. I shall no more _____ thee.

REPULSE, REPEL

1. Evil thoughts should be _____.
2. The charge of the troops was _____.
3. The maiden _____ the entreaties of her lover.
4. Like magnetic poles _____ each other.
5. General Meade _____ General Lee at Gettysburg.

SUSPECT, EXPECT, ANTICIPATE, INAUGURATE

1. I shall _____ the maturity of the note by paying it now.
2. I _____ that he is deceiving me.
3. The President will be _____ March 4th.
4. All men _____ to die.
5. If I know your sect, I _____ your argument.
6. I _____ my brother to visit me to-morrow.
7. I _____ a letter from father today.
8. In several respects, the Mosaic Law _____ modern science.
9. Do you _____ to go?

LESSON 25

ADVERBS

We shall now study another class of modifiers, which we call *adverbs*.

In the sentence, "The horse ran rapidly," the word "rapidly" tells the *manner* in which the action represented by the verb is performed; and we call "rapidly" an adverb of *manner*.

In the sentence, "The man conducts his business very

successfully," the word "very" modifies the adverb "successfully" and it is an adverb of *degree*.

In like manner, a *descriptive adjective* may be modified by an adverb; as, "That is a *very* beautiful picture."

We may now say that *a word that modifies the meaning of a verb, an adjective, or another adverb, is an adverb.*

Adverbs may have a somewhat broader use, however, than the above definition permits.

In the sentence, "The land was *almost* out of sight," "almost" modifies the meaning of the phrase, "out of sight."

In the sentence, "He does *exactly* as he pleases," "exactly" modifies the meaning of the clause, "as he pleases."

It is difficult to classify adverbs satisfactorily.

The following classification based on *meaning*, however, should be studied.

1. Adverbs of *time* (answering the question, when?). Now, today, soon, lately, never, yet, when, as, after, before, hitherto, etc.

2. Adverbs of *place* (answering the question, where?).
(1) (From which?) whence, thence, hence, etc. (2) (To which?) whither, thither, hither, elsewhere. (3) (At which?) here, there, yonder, near, within, without, wherein, whereat, etc.

3. Adverbs of *number* (answering the question, how often?). Once, daily, repeatedly, again, often, etc.

4. Adverbs of *manner* (answering the question, how?). Well, so, ill, however, slowly, etc.

5. Adverbs of *degree* (answering the question, how much?). Much, little, almost, nearly, too, very, quite, partly, etc.

6. Adverbs of *assertion* (To what extent is assertion true or untrue?). Surely, probably, possibly, certainly, not, perhaps, truly, indeed, etc.

According to *use* we have the following classification:

1. *Responsives*—(Adverbs used in responding to questions).

Yes, yea, no, nay.

2. *Interrogative adverbs*—(Adverbs used in asking questions). When, where, why, how, etc.

3. *Conjunctive adverbs*—(Adverbs which join dependent clauses to the words which the clauses modify). When, where, while, why, than, since, till, before, etc.

A conjunctive adverb used with the value of a relative pronoun is called a relative adverb.

EXAMPLE.—I will praise thee *while* (at the time in which) I live.

He died in the house *where* (in which) he was born.

The adverb “there” is often used idiomatically in the position of the grammatical subject; and when so used, the subject of the sentence follows the verb.

EXAMPLE.—There is no royal road to learning.

EXERCISE 25

Name and classify the adverbs in the following sentences.

time	place	manner	degree	assertion	interrogative	conjunctive

1. A great writer reveals himself everywhere.
2. Can one desire too much of a good thing?
3. The plague of gold strikes far and near.
4. How far is it to the next station?
5. The boats moved slowly down the river.
6. The boy does not behave well.
7. The man very nearly missed the train.
8. He is due now.
9. The work was performed skillfully.
10. He converses fluently in English.
11. The work is not nearly finished.
12. This hat is too small.
13. Men can be great when great occasions call.
14. No nation can be destroyed while it possesses a good home life.

15. Why should the spirit of mortal be proud?
16. It is certainly true that very few birds of richly colored plumage are found here.
17. Almost all men will admit that.
18. It is always morning somewhere in the world.
19. He who judges least, I think, is he who judges best.
20. The brook still flows seaward.
21. We were clearly shown how the work was done.
22. Still waters are commonly deepest.
23. Brighter days are coming soon.
24. Lately the shops have been closed at six o'clock.
25. The sun is always shining.
26. We looked overhead, and stars were visible.
27. The ships sailed thence at daybreak.
28. Nowhere has the fountain of youth been found.
29. The heart often becomes weary.
30. Temptations are repeatedly testing us.
31. The head should daily grow wiser.
32. Men move lazily upon the wharf.
33. The train rushed rapidly through the darkness.
34. The plans were promptly executed.
35. The sun had almost set.
36. Our ogre was only a tow-headed boy.
37. The engineer was somewhat troubled by smoke.
38. Chance, perhaps, is not so blind as it is all-seeing.
39. He was, indeed, a man of sterling worth.
40. His rights, accordingly, were respected.

ERRORS IN THE USE OF ADVERBS

Every adverb should be so placed that the reader may associate it immediately with the word it modifies.

1. The adverbs only, merely, just, almost, ever, hardly, scarcely, quite, and nearly should be placed next to the words they modify.

Incorrect: I only saw two.

Correct: I saw only two.

2. It sometimes makes a better sentence to place however, therefore, nevertheless, moreover, etc. within the sentence they introduce rather than at the beginning.

Incorrect: Mary was studious. However, Mary's brother was indolent.

Correct: Mary was studious. Mary's brother, however, was indolent.

3. Adverbs that are appropriate in meaning should be used.

Incorrect: It is awfully nice.

Correct: It is very nice.

4. The adverbs too, pretty, very, and exceedingly may modify only adjectives and adverbs.

Incorrect: I was very pleased to hear from you.

Correct: I was very much pleased to hear from you.

DEFINITIONS

An adverb is a word used to modify the meaning of a verb, an adjective, or an adverb.

CLASSIFICATION OF ADVERBS

I. According to meaning.

- 1. Time
- 2. Place
- 3. Number
- 4. Manner
- 5. Degree
- 6. Assertion
- 1. Responsive
- 2. Interrogative
- 3. Conjunctive
- 4. Relative

II. According to use.

LESSON 26

ADVERBS FREQUENTLY MISUSED

ALONE, ONLY

In earlier English *alone* is used for the adverb *only*; it is now usually used in the sense of unaccompanied by other persons or things. *Only* may be used both as adjective and as adverb.

FIRST, SECOND, SECONDLY, ETC.

First may be used as either an adjective or an adverb. Second, third, etc. are adjectives; secondly, thirdly, etc. the corresponding adverbs.

GOOD, WELL

Good is an adjective; well is almost always used as an adverb. Well may be used, however, as an adjective. It is correct to say "I feel well," because "I feel good" means "I feel righteous."

LIKELY, PROBABLY

Likely is used as an adjective only, except in the phrase, "as likely as not." Probably is an adverb.

MOST, MOSTLY

Most denoted the greatest number, quantity, or degree. Almost is used in the sense of nearly.

NEAR, NEARLY

Near is an adjective; nearly is the corresponding adverb.

REAL, REALLY

Real is an adjective and means having actual existence. Really is an adverb.

SOME, SOMEWHAT

Some is an adjective; somewhat is an adverb.

TWO, TOO, TO

Too is an adverb and means in excessive quantity, number or degree. We must not confuse the adverb "too" with the adjective "two" or the preposition "to."

EXERCISE 26

Write the number of each sentence and the correct word.

ALONE, ONLY

1. Man cannot live by bread ——.
2. Not —— King Humbert but also President Carnot was assassinated.
3. Washington —— seemed to have the qualifications.
4. Robinson Crusoe communed —— with nature.
5. Virtue —— makes us happy.
6. Expectation ends —— in heaven.
7. It is not good that man should be ——.
8. The citizens —— should be at the expense.
9. These books are sold in sets ——.
10. By chance —— did he escape death.

FIRST, SECOND, SECONDLY, ETC.

1. There are two cases: ——, when the terms are alike; —— when they are unlike.
2. After the Black Death, the following changes took place: ——, a scarcity of workers caused wages to rise; ——, this rise in wages caused employers to seek relief from Parliament.
3. My —— proposition is that the measure is unnecessary; my ——, that it is unjust; my ——, that it is unconstitutional.
4. Let us consider —— how we shall go; ——, when we shall go; ——, where we shall go.
5. I shall explain first the essentials; —— the non-essentials.
6. The —— essential is honesty; the ——, efficiency, the ——, promptness.
7. He —— suggested that we rent the house; ——, that we buy it.
8. Our —— consideration should be the investment; the —— the expense.

GOOD, WELL

1. This cake tastes ——.
2. He recites ——.
3. You do not look —— today.

4. Do you feel _____?
5. Your hat does not fit _____.
6. The men have done the work _____.
7. John ran _____ in the race; he is a _____ runner.
8. He ran as _____ as we could expect.
9. This is not _____ writing because the pen does not write _____.
10. She sings very _____.

LIKELY, PROBABLY

1. It will _____ rain.
2. There will be _____ one hundred men present.
3. It seems _____ that he will go.
4. _____ he will go.
5. The child is _____ to die.
6. The child will _____ die.
7. The industrious man is _____ to succeed.
8. The lazy student will _____ fail.
9. As _____ as not you will miss the train.
10. _____ you will miss the train.

MOST, ALMOST

1. Florida is _____ as large as Michigan.
2. I am _____ persuaded to go.
3. _____ all flowers are beautiful.
4. _____ flowers are beautiful.
5. He goes to the ball game _____ every day.
6. The boy was _____ drowned.
7. We study our lessons _____ every evening.
8. I _____ caught the ball.
9. _____ boys like to go to the circus.
10. _____ all girls like to play with dolls.

NEAR, NEARLY

1. The work is _____ finished.
2. We are _____ the end of our journey.
3. Our school term is _____ over.
4. I was _____ drowned.
5. He is not _____ so heavy as you.
6. The new house is not _____ finished.

7. We are ——— the end of our vacation; our pleasure is ——— over.
8. The man ——— missed the train.
9. It is not ——— so dangerous to travel on water now as it was years ago.
10. Draw the line as ——— straight as possible.

REAL, REALLY

1. ——— heroes do not boast of their deeds.
2. This is not ——— amber, but only something like it.
3. This is a ——— instance of success.
4. I am ——— glad to see you.
5. He has ——— gone.
6. He is ——— dead.
7. This problem is ——— difficult.
8. We had a ——— delightful time.
9. Protestants believe that the bread of the Lord's supper is not ——— changed, but remains ——— bread.
10. I am ——— worn out.

SOME, SOMEWHAT

1. They were ——— tired.
2. It was ——— difficult to ascend the mountain.
3. We arrived ——— sooner than we expected.
4. ——— good has been done.
5. The patient is ——— better this morning.
6. You resemble your sister ———.
7. The speaker was ——— confused.
8. The man spoke ——— hastily.
9. The ——— steep path over the hill was little trodden.
10. The automobile was ——— damaged in the accident.

TOO, TWO, TO

1. ——— much of joy is sorrowful.
2. This pencil is ——— short.
3. We arrived at the station ——— late.
4. The woman was beautiful and good ———.
5. There are ——— ways of working the problem.
6. Boys are ——— eager to be men.
7. They live ——— long who outlive happiness.

8. Can one desire ——— much of a good thing?
9. He was ——— much astonished to reply.
10. The procession moved ——— slowly.
11. John went ——— school.
12. He went ——— town yesterday.

LESSON 27

ADJECTIVES AND ADVERBS

Because some adverbs are formed by suffixing “ly” to adjectives of quality, we must not think that all words ending in “ly” are adverbs nor that all adverbs end in “ly.” We must ever remember that the *use* of a word determines its part of speech.

We have learned that adjectives modify *nouns* and *pronouns*, and that adverbs modify *verbs*, *adverbs*, and *adjectives*. We are sometimes in doubt, however, whether to use an adjective or an adverb after the verbs look, appear, seem, smell, feel, taste, sound. Each of the above named verbs is almost always followed with an *adjective* that modifies the meaning of the subject. As a rule, *when some form of the verb, “to be,” can be substituted for the verb given, the adjective should be used; when such substitution can not be made, the adverb should be used.* “He looks cold” means “He is cold;” but “He looked coldly on the suggestion” means his manner of looking was cold. It is correct to say “I feel badly” for “I feel ill,” because “I feel bad” means “I feel wicked.” It is correct to say “I feel well,” because “I feel good” means “I feel righteous.”

EXERCISE 27

Indicate the words modified and the modifiers in the following sentences, as suggested below.

The procession moved (slow) (slowly.)

WORD MODIFIED

MODIFIERS

Noun	Pronoun	Verb	Adverb	Adjective	Adjective	Adverb
		moved				slowly

1. Return (quick) (quickly).
2. Lightning flashed (vivid) (vividly) in the clouds.
3. Raise your umbrella (quick) (quickly).
4. The street was washed (bad) (badly).
5. The sun shone (bright) (brightly).
6. It disappeared (sudden) (suddenly).
7. The birds sang (joyous) (joyously).
8. Everybody was sleeping (sound) (soundly).
9. We were (serious) (seriously) alarmed at your absence.
10. My efforts proved to be (uncommon) (uncommonly) successful.
11. Speak very (distinct) (distinctly).
12. You read too (rapid) (rapidly).
13. How (quiet) (quietly) that train runs.
14. Our exercises must be more (neat) (neatly) written.
15. She looks (beautiful) (beautifully).
16. His voice sounds (harsh) (harshly).
17. Are you doing (nice) (nicely) at your school?
18. It looks (bad) (badly) to see a young man wasting his time.
19. I feel (bad) (badly) over the matter.
20. Velvet feels (smooth) (smoothly).
21. How (sweet) (sweetly) these roses smell.
22. How (different) (differently) the place looks now.
23. Speak (slow) (slowly) and (distinct) (distinctly).
24. Are you feeling (well) (good) this morning?
25. John looks (bad) (badly).
26. Arrange the words (alphabetical) (alphabetically).
27. He breathes (free) (freely).
28. The goods are selling at a (remarkable) (remarkably) low price.
29. The price is (considerable) (considerably) reduced.
30. They considered the application (favorable) (favorably).
31. He is a (remarkable) (remarkably) good boy.
32. Under his management the business was managed very (successful) (successfully).

33. You should have explained your proposal more (definite) (definitely).
34. Arrange the facts (chronological) (chronologically).
35. Do not decide the matter too (quick) (quickly).
36. Run (fast) (fastly).
37. Write us (occasional) (occasionally).
38. Send the goods (direct) (directly) to us.
39. The boat was sailing (slow) (slowly).
40. The boy was in a (terrible) (terribly) dangerous position.
41. I am getting along (tolerable) (tolerably) well.
42. You write (plainer) (more plainly) than I.
43. You have been (wrong) (wrongly) informed.
44. I live (free) (freely) from care.
45. Walk (quiet) (quietly).
46. The prisoner acted (independent) (independently).
47. He was (ill) (illy) prepared to take the examination.
48. The river was raging (furious) (furiously).
49. This orange tastes (sour) (sourly).
50. The firemen worked (gallant) (gallantly).
51. The work was done (easy) (easily).
52. The hound bayed (loud) (loudly).
53. This is an (exceeding) (exceedingly) cold day.
54. How (beautiful) (beautifully) Melba looked, and how (sweet) (sweetly) she sang.
55. I have a (tolerable) (tolerably) heavy load of coal.
56. (Sure) (surely) you can do it.
57. This is a (remarkable) (remarkably) concise report.
58. The prisoners suffered (terrible) (terribly).
59. The work is (ill) (illy) done.
60. This is a (decided) (decidedly) good plan.
61. The Spanish War was managed (bad) (badly) from the beginning.
62. Speak (quiet) (quietly).
63. Sit (quiet) (quietly); make no noise.
64. John writes (good) (well).
65. The stars look (cold) (coldly) to-night
66. Your hat fits you (good) (well).
67. The wind blew (cold) (coldly) yesterday.
68. I feel (bashful) (bashfully) among so many strangers.
69. We reached home (safely) (safe) and (sound) (soundly).
70. The young man appeared (awkward) (awkwardly).

71. The fruit looks (good) (well), but it tastes (bad) (badly).
72. Matters look (bad) (badly) for him.
73. How (strangely) (strange) your voice sounds.
74. He stood (silent) (silently) and alone.
75. The bells sound (harsh) (harshly).
76. The river ran (smooth) (smoothly).
77. The engine ran (smooth) (smoothly).
78. The lady looked (cold) (coldly) as she passed by.
79. The lady looked (cold) (coldly) at me as she passed.
80. You behave very (proper) (properly).
81. The boy acted (wild) (wildly).
82. The dead man looked (fierce) (fiercely).
83. The fire burns (bright) (brightly).
84. The tone of his language was (decided) (decidedly) harsh.
85. She is a (remarkable) (remarkably) beautiful person.
86. The soldiers load their guns (careful) (carefully).
87. The stream flow (rapid) (rapidly).
88. The orator spoke (warm) (warmly) on the subject.
89. Your voice sounds (different) (differently) from your brother's.
90. I arrived (safe) (safely).

LESSON 28

PREPOSITIONS

In studying the modifying elements of a sentence, we have learned that one of these elements is the *phrase*.

In the sentence, "The sting *of the hornet* is painful," the phrase, "of the hornet," serves as an *adjective* to modify the meaning of the noun "sting."

In the sentence, "The man went *into the house*," the phrase, "into the house," serves as an *adverb* to modify the verb.

The above phrases are called *prepositional* phrases.

If we analyze prepositional phrases, we see that each phrase contains a noun or a pronoun, the noun frequently being modified by an adjective. Each phrase also contains a small word such as "of," "into," "by," "with." These small words, which

introduce the phrase, will be found to show somewhat closely the manner in which the phrase modifies the noun or verb to which the phrase is related.

A prepositional phrase is a group of related words consisting of a preposition and a noun or a pronoun, with or without modifiers, and having the use of an adjective or an adverb.

If a prepositional phrase modifies the meaning of a noun or a pronoun, it is called an *adjective* phrase; as, "People of *intelligence* live here." If the phrase modifies a verb, it is called an *adverbial* phrase; as, "He came *in haste*."

An adjective phrase may be used as a *subjective complement*; as in the sentence, "I am *out of money*."

An adjective phrase may also be used to denote possession; as in the sentence, "The farm of *John Smith* was sold."

The words most commonly used as prepositions are the following: about, above, across, after, against, along, among, around, at, before, behind, below, beside, between, beyond, by, down, during, except, for, in, into, of, off, on, over, past, round, since, through, till, to, toward, under, until, up, upon, with, without, within.

Sometimes two or more words are taken together and form a *phrase preposition*.

The phrase prepositions most commonly used are: "according to," "in front of," "instead of," "account of," "with regard to" "by means of," "on account of," "by virtue of," "in consideration of," "from in between."

EXERCISE 28

Classify the prepositional phrases in the following sentences, as suggested below.

Behind the wall, a line of soldiers stood.

ADJECTIVE PHRASE

1. of soldiers

ADVERBIAL PHRASE

behind the wall

1. The chimney of a factory loomed against the sky.
2. A chain of iron fastened the boat to the shore.
3. They stayed until night at the house of a friend.
4. A child of poverty went along the street in the cold.
5. A brigade of three Hessian regiments was stationed at Trenton.
6. By his side, stood a cabinet of ebony and silver.
7. In the morning, a message was sent to the General.
8. At ten o'clock, the people of Boston assembled in the Old South Church.
9. Flocks of birds were flying through the air.
10. In the spring, they sailed across the sea and found homes in the New World.
11. Many water-lilies with broad green leaves grew in the stream.
12. Judgment is forced upon us by experience.
13. A pound of pluck is worth a ton of luck.
14. Labor was appointed at the creation.
15. Nothing great was ever achieved without enthusiasm.
16. Journeys into the interior are rarely made.
17. Icebergs from the Arctic Ocean melt in the Gulf Stream.
18. The city of Rome is the capital of Italy.
19. The road up the mountain is very rocky.
20. Goods for that firm were shipped yesterday.
21. The fort near the city was captured first.
22. Success without effort is impossible.
23. Admission to college depends on attainments.
24. The planet with the rings is Saturn.
25. The town beyond Lexington is Concord.

PUNCTUATION.—The natural position of the prepositional phrase is following the word it modifies; the phrase, however, can be made more emphatic sometimes by being placed in some other position.

A prepositional phrase out of its natural position or not closely connected with the word it modifies should be set off by the comma.

EXAMPLE.—In the evening, he goes home. The boy, in the meantime, had found his hat.

Punctuate the following sentences:

1. In the beginning God created the heavens and the earth.
2. The man having grown weary rested in the shade.
3. Will you call for me at ten o'clock?
4. Notwithstanding the rain we started on our journey.
5. Behind the wall a line of soldiers stood.
6. In a prepositional phrase the principal word is a noun or a pronoun.
7. Out of the depths have I cried.
8. During the day he wrote many letters.
9. As to this man I have nothing to say.
10. Between the two mountains lies a fertile valley.
11. Of the scenery along the Rhine many travelers speak with enthusiasm.
12. He went at the urgent request of the stranger for the doctor.
13. He went from New York to Philadelphia on Monday.
14. In the dead of night with a chosen band under the cover of a truce he approached.
15. England in the eleventh century was conquered by the Normans.
16. Amid the angry yells of the spectators he died.
17. For the sake of emphasis a word or a phrase may be placed out of its natural order.
18. In the Pickwick Papers the conversation of Sam Weller is spiced with wit.
19. New York on the contrary abounds in men of wealth.
20. It has come down by uninterrupted tradition from the earliest times to the present day.
21. Birds in great numbers fly over this grove.
22. Some with blue plumage have dropped a handful of feathers for me.
23. Quail from the north meet jays from the south.
24. There are eggs in the nest near the vine.
25. The mother bird is mottled at the throat and along the breast.

LESSON 29

PREPOSITIONS—Continued

WORDS COMBINED WITH PREPOSITIONS

(FOR REFERENCE)

Accept, with or without of.

Access to.

Accommodate one thing to another; a person with a thing.

Accompanied by, with.

Accuse of (not with).

Acquit of.

Adapted to, sometimes for.

Admission to (access), into (entrance).

Admit to, into, of.

Advantage of, over.

Agree with (a person), among (ourselves), to (proposal), upon (a thing), in (doing something).

Amuse with, at, in.

Angry with (a person), at (a thing).

Anxious for, about, sometimes on.

Appropriate to.

Approve, with or without of.

Arrive at, in, from.

Ask of (a person), for, sometimes after (a person or thing).

Attend to (listen), upon (await).

Bestow on or upon.

Call on or upon (a person), for (a person or thing), at (a house), in (question), after (a person), by (a name).

Care for, about, of.

Charge a crime against or on a person, a person with a crime.

Coincide with.

Compare with (in quality), to (for illustration).

Comparison with, between.

Concur with (a person), in (an opinion).

- Confide in (a person), (a thing to a person).
Congratulate on or upon.
Connect with (an equal), to (a superior).
Contend with (a person), for (an object), against (an obstacle).
Convert into, sometimes to.
Copy from (a thing), after (a person).
Correspond with, to.
Covered by, with.
Danger of, sometimes from.
Deal with, rarely by.
Defend from, sometimes against.
Demand of, from.
Depend on or upon.
Dependent on.
Desire for, of, sometimes after.
Devolve on or upon.
Die of, sometimes with or from (a disease), by (an instrument).
Differ among (ourselves), from (one another), from, sometimes
with (in opinion), about, concerning (a question), from
(in quality).
Difference with (a person), between (two things).
Direct to, toward.
Disagree with (a person), to (a thing proposed).
Distinguished for, from, sometimes by.
Enter into, in, on, upon.
Entertain by (a person), with (a thing).
Equal to, with.
Escape from, sometimes out of.
Familiar to (us), with (a thing).
Favorite of, with.
Followed by.
Frightened at.
Glad of, rarely at.
Graduate at, from, in.

Grieve at, for.

Hatred to, of.

Impatient with (a person), at (one's conduct), of (restraint), under (affliction), for (something expected).

Incorporate into, with.

Indulge with (one thing), in (habit).

Inquire after, about, concerning, for, into, of.

Insight into.

Introduce to (a person), into (a place).

Intrust to (a person), with (a thing).

Irritated by (a person), by, sometimes at (an action).

Join with (an equal), to (a superior).

Killed by (a person), with (a thing).

Listen for (something to be heard), to (something heard).

Love of, for.

Make of, out of, from, with, for.

Married to.

Mix with, in.

Mortified with, at.

Name after, from (not for).

Necessary to, for.

Necessity for, of.

Need of (not for).

Objection to, sometimes against.

Oblivious of.

Obtain from, of.

Occupy with, by, in.

Offended with, at, by.

Opinion on, about.

Opportunity for, of.

Opposition to.

Originated with, in.

Parallel to, with.

Partake of.

Partiality to, for.
Pity on.
Possessed of, by, with.
Prefer to, rarely before.
Prejudice against (not to, for, or in favor of).
Present to.
Protect from, against.
Punish by (a person), with (a penalty), for (a crime).
Put into, in.
Receive of, from.
Recline upon, on.
Rely on or upon.
Remedy for, sometimes against.
Repine at (what is), for (what is not).
Respect for, to.
Search for, after, out.
Seized by (a person), with (illness).
Sick of, with.
Situated on (a road), in (a street).
Smile at (frequently unfavorably), upon, or on (favorably).
Surprised at, by, sometimes with.
Surrounded by, with.
Sympathize with (a person), in (his sorrow).
Sympathy with, between, sometimes for.
Think of, about, sometimes on.
Vexed with, at.
Wait for (await), on or upon (attend).
Want of, with.
Yoke with.

EXERCISE 29

Write the number of each sentence and the correct word.

1. He died ————— a fever.
2. The weather was conducive ————— my pleasure.
3. The storm was followed ————— a calm.

4. The soil of Cuba is adapted ——— the production of sugar cane.
5. He was accused ——— the crime.
6. She died ——— starvation.
7. You may rely ——— what he says.
8. May I confide ——— his honesty?
9. He felt an abhorrence ——— snakes.
10. There is need ——— great care.
11. Compare your work ——— his and you will see the difference.
12. The sinner had been compared ——— a goat.
13. He went in search ——— gold.
14. The man should attend ——— his business.
15. He was accompanied ——— his parents.
16. Fondness ——— flowers was his leading trait.
17. I do not agree ——— you; therefore, I cannot agree ——— your proposal.
18. The queen bestowed ——— Tennyson the title of baron.
19. The University conferred ——— him the degree of Doctor of Laws.
20. The two generals conferred ——— each other.
21. She is conversant ——— several languages.
22. I dissent ——— that proposition.
23. She has a taste ——— poetry.
24. Colonel Waring died ——— fever in Havana.
25. Major Logan met death ——— a bullet.
26. General Grant died ——— the effect of a tobacco cancer.
27. John P. Altgeld differed ——— Theodore Roosevelt on a financial policy.
28. Cyrus Field was vexed ——— the delay caused by the breaking of the cable.
29. President McKinley was vexed ——— Senator Mason for his opposition.
30. The man was sick ——— typhoid fever.
31. Abraham Lincoln was a martyr ——— the cause of Emancipation.
32. President McKinley prevailed ——— Secretary Root to retain his position.
33. The captain was overwhelmed ——— attentions.
34. General Miles was justifiably offended ——— the attack on his character.

35. The child was named ——— his distinguished uncle.
36. Chief Justice Fuller dissented ——— the opinion of his associates.
37. The Transvaal abounds ——— gold.
38. Diamonds abound ——— Brazil.
39. Washington could accommodate himself ——— poor surroundings.
40. The prisoner was acquitted ——— the charge.
41. General Miles was adapted ——— Indian fighting.
42. The man was angry ——— his coachman, and angry ——— his horses.
43. Gladstone may be contrasted ——— Bismarck.
44. We were entertained ——— the captain ——— a story.
45. Satan is compared ——— a raging lion.
46. The rapid-fire gun is adapted ——— mountain fighting.
47. I infer ——— what you say that you are pleased.
48. This apple differs ——— that one.
49. I differ ——— you on these questions.
50. We were disappointed ——— the play.
51. Franklin could accommodate himself ——— the most pinching circumstances, and even then accommodate a friend ——— his last shilling.
52. Indirectly you will be able to exert a good influence ——— him, because you have so much influence ——— his employer.
53. He arrived ——— time to take the steamer, but the steamer never arrived ——— its destination.
54. Let us communicate ——— the chairman of the committee, and have him communicate our desires ——— the other members.
55. A taste ——— one good author, often lays the foundation ——— a taste ——— good literature.
56. A man ——— keen foresight has the advantage ——— any one who tries to take advantage ——— him.
57. A lazy farmer is always disappointed ——— his crops, and his landlord is consequently disappointed ——— him.
58. They intruded ——— my time.
59. He is expert ——— doing some things, but he is not expert ——— foot-ball.

60. It is difficult to distinguish a mushroom ——— a toad-stool, but they may generally be distinguished ——— their color.
61. Defend me ——— the attacks of enemies that wear the garb of friendship, and I can defend myself ——— all harm.
62. Agree ——— an adversary, even if you must agree ——— his proposal.
63. He will not argue ——— you, but I have heard him argue ——— the measure you propose.
64. The guilty prisoner is impatient ——— restraint, while the innocent one is impatient ——— his trial.
65. I am familiar ——— the poem, but that line is not familiar ——— me.
66. Air consists ——— oxygen and nitrogen; breathing consists ——— separating the oxygen from a quantity of air.
67. They placed a crown ——— his head, and they placed a sparkling jewel ——— the crown.
68. One servant attends ——— his master constantly; the other stays at home, and attends ——— his master's affairs.
69. John lives ——— the cross-roads, and William lives ——— the village; they both live ——— meagre incomes.
70. Provide ——— your future comforts by providing ——— yourself all the necessaries of life.
71. I will accompany you to call ——— a friend, if you will call ——— me.
72. His father is growing anxious ——— him, because he has lately grown so anxious ——— wealth and luxury.

LESSON 30

PREPOSITIONS—Continued

We should not omit a preposition that is necessary to make the meaning of a sentence clear; nor should we use a preposition that is not needed.

1. A preposition should be used with a noun to indicate the time of an occurrence.

Incorrect: The preceding year, he went to France.

Correct: In the preceding year, he went to France.

2. Before "home" the preposition *at* should never be omitted, but the preposition *to* is always omitted.

Incorrect: He is home.

Correct: He is at home.

Incorrect: I am going to home.

Correct: I am going home.

EXERCISE 30

Insert the correct prepositions in the following sentences:

1. His efforts were not for the great, but the lowly.
2. Egypt is on the west side of the Red Sea.
3. He was banished the country.
4. He is unworthy our charity.
5. What use is this to him?
6. He is worthy our help.
7. I was prevented going.
8. He received letters from England and France.
9. He is not home, but he is coming to-night.
10. Religion is a comfort in youth as well as old age.
11. It's no use to do that.
12. There is no use going there.
13. He was born the 20th September, 1875.
14. Adam and Eve were expelled the garden.
15. Ignorance is the mother of fear as well as admiration.
16. These oranges are not for me, but you.
17. What use is that to me?
18. I am going to the store and post-office.
19. It is no use to me.
20. They were prevented coming.
21. Is he worthy our confidence?
22. I was home.
23. He lives the other side of the river.
24. It's no use to give up.
25. Wealth is more conducive to worldliness than piety.

Strike out the unnecessary prepositions in the following sentences.

1. Keep off of the grass.
2. In what latitude is New York in?
3. He started a week ago from last Saturday.
4. I went there at about noon.
5. To what may Italy be likened to?
6. In about April, the farmer plants his seed.
7. The boy is like to his father.
8. They offered to him a chair.
9. Where have you been to?
10. This is the subject of which I intended to write about.
11. He went to home.
12. By what state is Kentucky bounded by?
13. Where are you going to?
14. Butter brings forty cents for a pound.
15. John's favorite sport was in robbing orchards.
16. He lives near to the river.
17. The man fell off of the ladder.
18. At about what time did he go?
19. Look out of the window.
20. Turn around the corner.
21. The plan was approved of by all of the men.
22. I have a brother of five years old.
23. Before answering of you, I must think.
24. He admitted of the fact.
25. You can tell by trying of it.
26. At what hotel does your friend stay at?
27. Rob pushed me off of the doorstep.
28. I went out for to have a walk.
29. Lend to me your knife for a while.
30. I bought three bushels of timothy seed off of Neighbor Clark.
31. What for book is that you are reading?
32. Where did he get all these sentences from?
33. He worked very hard for to accomplish his purpose.
34. To what store do you go to?
35. Three times five equals to fifteen.
36. From what source does petroleum come from?
37. Had you ever met with his father before?
38. Where are you going to?
39. John and James were given thirty-eight cents for to divide equally among themselves.
40. One-half of thirty-eight equals to nineteen.

ERRORS IN THE USE OF PREPOSITIONS

1. Do not use unnecessary prepositions.

Incorrect: He came at about noon.

Correct: He came at noon.

2. Do not omit necessary prepositions.

Incorrect: I could not refrain shedding tears.

Correct: I could not refrain from shedding tears.

3. Do not use "in" for "into."

Incorrect: Put money in your pocket.

Correct: Put money into your pocket.

DEFINITIONS

A **preposition** is a word used to connect a noun or its equivalent with some other part of speech in the sentence.

A **simple preposition** is a simple word used as a preposition.

A **compound preposition** is one formed by combining two or more words, usually an adverb and a simple preposition.

A **phrase preposition** is two or more words taken together to form a preposition.

A **prepositional phrase** is a group of related words consisting of a preposition and a noun, or a pronoun, with or without modifiers, and having the use of an adjective or an adverb.

An **adjective phrase** is a prepositional phrase used to modify a noun or a pronoun.

An **adverb phrase** is a prepositional phrase used to modify a verb.

CLASSIFICATION OF PREPOSITIONS

- I. As to form. { 1. Simple
 { 2. Compound
 { 3. Phrase

II. As to kind of relation indicated.	1. Adverbial	1. Place from which 2. Place in which 3. Place to which 4. Origin, source, separation 5. Means or instru- ment, agent 6. Cause 7. Manner, time, price, specification
	2. Adjective	1. Quality 2. Possession

LESSON 31

PREPOSITIONS—Continued

AMONG, BETWEEN

If reference is made to more than two persons or things, or groups of persons or things, *among* should be used; if reference is made to two only, *between* is the proper word.

AT, IN

When a place is thought of as a mere point or landing place, *at* should be used before the name of the place. When we desire to express the idea "within the bounds of," *in* should be used.

BESIDE, BESIDES

Beside means "by the side of;" *besides* means "in addition to," "other than."

BY, WITH

To introduce the doer or agent of an act *by* is now generally used; to introduce the means or instrument with which something is done *with* is commonly used.

IN, INTO

In denotes the presence within the bounds of; *into* is used with verbs of motion and suggests movement to the inside of.

IN, ON

Before names of streets, *in* suggests something of the surroundings; *on* indicates location only.

EXERCISE 31

Write the number of each sentence and the correct word.

AMONG, BETWEEN

1. There is a bad feeling ——— the two boys.
2. Divide the candy ——— the three children.
3. ——— the many applicants, good will existed.
4. I have no preference ——— the six books.
5. The honors were equally divided ——— the three contestants.
6. Peace ——— Great Britain and the United States is very desirable.
7. Divide the money ——— the crew.

AT, IN

1. When did he arrive ——— New York?
2. We shall visit the British Museum ——— London.
3. He is now living ——— Baltimore.
4. Shakespeare was born ——— Stratford-on-Avon.
5. Milton was educated ——— Christ's College.
6. We are staying ——— the hotel Walton ——— Philadelphia.

BESIDE, BESIDES

1. An oak tree stood ——— the gateway.
2. ——— working during the day, he attended Night School.
3. The boy sat ——— his father.
4. Have you nothing to give ——— advice.
5. An old-fashioned clock stood ——— the open fireplace.

BY, WITH

1. Lieutenant Peary was accompanied ——— his wife.
2. The capture of New Orleans was attended ——— many difficulties.
3. Alexander Hamilton was killed ——— a pistol.
4. The hunters were surrounded ——— savages.
5. The Great Charter was signed ——— King John.
6. The door was fastened ——— nails ——— the carpenter.
7. I was initiated ——— carelessness.
8. The war was accompanied ——— enormous drafts on the Treasury.

IN, INTO

1. He put his hand ——— my pocket.
2. The day was stormy, and I walked ——— my room for exercise.
3. He stepped ——— the water and waded ——— it for some time.
4. Go ——— the house.
5. He threw the paper ——— the fire.
6. Put the money ——— your pocket.
7. It began to rain and we ran ——— the house.
8. He put a book ——— my hand.

IN, ON

1. ——— what steamer did he go?
2. The children were playing ——— the street.
3. His office is ——— Chestnut Street.
4. There were many automobiles ——— the street.
5. He lives ——— Walnut Street ——— No. 4115.
6. Ex-president Roosevelt embarked ——— the Oceanic.

LESSON 32

CONJUNCTIONS

The compound sentence, "They spoke, and we listened," consists of two independent clauses. These clauses are connected by the word "and." "And" is called a *conjunction*.

A word that is used to connect words or groups of words is called a conjunction.

In the sentence just given, "and" not only connects the clauses, but also shows a relation of agreement. The conjunction "and" always suggests the idea of the *addition* of one thought to another.

In the sentence "Charles was large, but Orlando was slender," the conjunction "but" suggests a relation of *opposition* or *contrast*.

If we say, "The man must pay the fine or go to jail," the conjunction "or" implies that of the two possible situations, one of which, but only one, can be realized.

And, but, and or, are called coördinate conjunctions.

Words that join words, phrases, or clauses of equal rank are called coördinate conjunctions.

In the sentence, "When the sun rose, the flag was still there," "when" introduces the dependent clause, "when the sun rose." "When" is called a *subordinate conjunction*.

A subordinate conjunction is one used to introduce a dependent clause.

In the sentence, "Either you must leave, or I shall go," the conjunction "or" is intensified by "either." Either—or are called *correlative conjunctions*.

Coördinate conjunctions used in pairs are called correlative conjunctions.

The correlatives most commonly used are: either—or; neither—nor; both—and; at once—and; alike—and; not only—but also; as well—as; whether—or. (Nor is the correlative of neither, but it is used sometimes with other negatives.)

When both—and, either—or, neither—nor, and not only—but also, are used, the part of the sentence that follows the *first term* of the correlatives should be similar in construction to the part following the *second*. The following sentences are correct:

"I will meet you either at Baltimore or at Philadelphia."

"I will meet you at either Baltimore or Philadelphia."

"I will either *meet you at Baltimore* or *meet you at Philadelphia*."

The sentence, "I will either *meet you at Baltimore* or *Philadelphia*" is incorrect.

EXERCISE 32

Correct the errors in the following sentences:

1. The old man was weak both in body and mind.
2. John either is stupid or lazy.
3. The man was not only guilty of robbery but of murder.
4. Adversity both teaches to think and to be patient.
5. Hamlet was either insane, or he feigned insanity.
6. Either the fault is mine or yours.
7. I have had both experience in sickness and in health.
8. They are either to meet us in Paris or in London.
9. Either you must be quiet or leave the room.
10. Flattery both corrupts the receiver and the giver.
11. Neither give me poverty nor riches.
12. Few errors were made either by the boys or the girls.
13. Such rules are useless both for teachers and pupils.
14. We should work not only to provide for the future but also for the present.
15. We are neither acquainted with Mr. Smith nor with his family.
16. He not only gave me advice, but also money.
17. She not only dressed richly but tastefully.
18. He neither was rich nor poor.
19. His failure is either the result of laziness or of carelessness.
20. I am neither an ascetic in theory nor practice.
21. He neither yields to force nor to persuasion.
22. Thales was not only famous for his knowledge of nature, but also for his moral wisdom.
23. He likes either eggs poached or fried.
24. He neither answered my letter nor my card.
25. There is either nothing good nor bad in him.

LESSON 33
CONJUNCTIONS—Continued

AND

And usually suggests the meaning “In addition to.”

AS, LIKE

Like should not be used as a conjunction; therefore, it should not be used instead of *as* to introduce a clause.

BECAUSE, SINCE

Because and *since* are used to show the relation of cause and effect. *Because* is used to emphasize the cause; *since* to emphasize the effect or result. *For* may be used to show relation of cause and effect.

BUT

But implies a relation of opposition or contrast.

EXCEPT, WITHOUT, UNLESS

Except and *without* should be used as prepositions. *Unless* is a conjunction.

OR

Or implies that of two possible situations only one can be realized.

WHEN, WHILE

When means “at the time that;” *while*, “during the time that.”

EXERCISE 33

Write the number of each sentence and the correct word. Do not confine your choice to the words given in Lesson 33.

1. Caesar put the proffered crown aside, ——— he would fain have had it.
2. Take away honor and imagination and poetry from war, ——— it becomes carnage.
3. His crime has been discovered, ——— he must flee.
4. You must eat, ——— you will die.

5. Wisdom is the principal thing, ——— get wisdom.
6. Let but the commons hear this testament, ——— they would go and kiss dead Caesar's wounds.
7. Take away the grandeur of his cause, ——— Washington is a rebel instead of the purest of patriots.
8. The diamond is a sparkling gem, ——— it is pure carbon.
9. The ostrich is a bird, ——— it cannot fly.
10. Not a sparrow falls ——— God wills it.
11. No man is wicked ——— he loves virtue.
12. He is liberal, ——— he is not generous.
13. They are poor, ——— they are not needy.
14. Both he ——— and I are going.
15. The book is not perfect; ——— it is very helpful.
16. The sea is rough, ——— I hear the surf.
17. We cannot go, ——— should you.
18. He is a genius, ——— he does not seem so.
19. ——— I admire his courage, I detest his cruelty.
20. Do not go ——— the sun has set.
21. Think twice ——— you speak.
22. I have not seen my friend ——— he returned from Dublin.
23. ——— Caesar loved me, I weep for him.
24. ——— spring is without blossoms, autumn will be without fruit.
25. He failed in business ——— he was dishonest.
26. The floods came, ——— the winds blew. ——— it fell not.
27. We must overcome evil, ——— it will overcome us.
28. ——— we are nearest the sun in winter, the atmosphere at that season is coldest.
29. ——— I knew you were not at home, I did not call.
30. It is not money, ——— the love of money, which is the root of all evil.
31. ——— you would learn the value of money, go and try to borrow some.

ERRORS IN THE USE OF CONJUNCTIONS

1. Or is the correct correlative of either and whether; nor of neither.
2. Than and not but, should follow else, other, and likewise to denote comparison.

EXAMPLE.—*Incorrect:* He could do nothing else but pay the bill.

Correct: He could do nothing else than pay the bill.

3. Like is never used as a conjunction.

EXAMPLE.—*Incorrect:* Do like I do.

Correct: Do as I do.

4. Except and without are prepositions and should not be used for unless.

EXAMPLE.—*Incorrect:* I cannot go except he comes.

Correct: I cannot go unless he come.

5. "But what" should not be used for but or that.

EXAMPLE.—*Incorrect:* I cannot believe but what he is living.

Correct: I cannot believe but (or but that) he is living.

6. Do not use conjunctions in place of other parts of speech.

EXAMPLE.—*Incorrect:* Try and do good work.

Correct: Try to do good work.

7. Do not use and or but to join an adjective clause to its principal clause.

EXAMPLE.—*Incorrect:* He received a good salary, but which he soon spent.

Correct: He received a good salary, which he soon spent.

8. Than and as are not prepositions; they are conjunctions used to introduce subordinate clauses. When a noun or pronoun follows than or as, the noun or pronoun is not the object of a preposition; the noun or pronoun is a part of a clause the remainder of which is omitted.

EXAMPLE.—I am taller than *he* (than he is tall).

I would aid you more willingly than *her* (than I would aid her).

DEFINITIONS

A **conjunction** is a word or words used to join clauses or similar parts of the same sentence.

A **coördinate conjunction** is one used to join words, phrases, or clauses of equal rank.

A subordinate conjunction is one used to introduce a subordinate clause.

Correlative conjunctions are coördinate conjunctions used in pairs.

OUTLINE CLASSIFICATIONS OF CONJUNCTIONS

- | | |
|------------------|-----------------|
| I. Coördinate. | 1. Correlative. |
| | { 1. Temporal |
| | 2. Place |
| | 3. Cause |
| II. Subordinate. | 4. Condition |
| | 5. Concession |
| | 6. Result |
| | 7. Manner |

LESSON 34

INTERJECTIONS

A word used to express emotion or intense feeling is called an *interjection*.

All interjections and all exclamatory expressions except the exclamatory sentence, have no grammatical relation to the rest of the sentence; that is, they are always *independent*.

The following parts of speech may be used as interjections:

1. Nouns; as, Peace! Be still.
2. Pronouns; as, What! You laugh.
3. Adjective; as, Welcome!
4. Verbs; as, Behold! The hero comes.
5. An adverb; as, Away!
6. Phrases and other expressions also may be used as interjections; as, On my honor! I declare!

PUNCTUATION

Interjections and all exclamatory expressions should be followed by the exclamation mark (!).

If an interjection begins an expression that should be followed with an exclamation mark, a comma should follow the interjection; as, Oh, how it rained!

A distinction should be made in the use of "O" and "Oh." "O" should always be a capital letter, and the exclamation mark should never be placed immediately after it.

EXERCISE 34

Copy and punctuate the following sentences.

1. o taste and see that the lord is good
2. knock knock knock whos's there
3. how amiable thou art o virtue
4. o virtue how amiable thou art
5. selling off below cost
6. ah there's a deathless name
7. oh how it hurts
8. rouse ye romans rouse ye slaves
9. woe unto thee bethsaida
10. oh how beautiful is the sky
11. oh see the beautiful sky
12. where did you find your ball
13. i hear in the chamber above me the patter of little feet
14. charge chester charge on stanley on
15. beneath her torn hat glowed the wealth of simple beauty
and rustic health
16. beneath her torn hat the wealth of simple beauty and rustic
health glowed

MANY WORDS ARE FREQUENTLY USED AS DIFFERENT PARTS OF SPEECH

The following words illustrate the truth that the part of speech of a word is determined by its use in a sentence. The student should find not only profit but also pleasure in adding other words to this list.

Above. (1) Prep.: The stars above us. (2) Adj.: The above remarks are startling. (3) Adv.: The clouds float above. (4) Noun: Every good gift is from above.

About. (1.) Prep.: The belt about your waist. (2) Adv.: About five were injured.

Adieu. (1) Interj.: Adieu! Adieu! (2) Noun: He bade us adieu.

After. (1) Prep: After seeing us, he went away. (2) Adv.: He left soon after. (3) Conj. adv.: He left after we came.

Alike. (1) Adj.: They are alike. (2) Adv.: They walk alike.

All. (1) Pronoun: All went away. (2) Noun: The money was his all. (3) Adj.: All this advice was vain. (4) Adv.: Your work is all wrong. (5) Noun: Our little all is lost.

Alone. (1) Adv.: The child played alone. (2) Adj.: He is alone.

As. (1) Adv.: It is as hard as rock. (2) Conj. adv.: They came as we left. (3) Rel. pronoun: Such as I have, I give thee. (4) Prep.: I consulted him as a lawyer.

Both. (1) Adj.: Both boys are here. (2) Pronoun: Both are mine. (3) Adv.: He is both wise and virtuous.

Any. (1) Adj.: Any one may go. (2) Pronoun: Any of us can do that. (3) Adv.: Is the man any better?

Before. (1) Adv.: He went before. (2) Prep.: Go before us. (3) Conj. adv.: He left before we came.

Below. (1) Prep.: The gardens below us. (2) Adj.: The gardens below are beautiful. (3) Adv.: We went below. (4) Noun: He came from below.

But. (1) Conj.: He is poor, but he is honest. (2) Prep.: All but him had gone. (3) Adv.: There is but one God. (4) Rel. pronoun: "There is no fire-side, howsoe'er defended, but has one vacant chair." (5) Noun: He struck the butt of the tree.

Best. (1) Adj.: This is best. (2) Adv.: What can you do best?

By. (1) Prep.: We went by the brook. (2) Adv.: They passed by.

Either. (1) Adj.: Give it to either boy. (2) Conj.: The work was done either by John or by James. (3) Adj. pronoun: Either will go with you.

Else. (1) Adj.: Nobody else can do it. (2) Adv.: How else can we go?

Enough. (1) Noun: I have enough. (2) Adj.: Men enough have come. (3) Adv.: He is old enough.

Far. (1) Adj.: They journeyed into a far country. (2) Adv.: They went far away. (3) Noun: They came from far and near.

Fast. (1) Noun: A few days fast is sometimes beneficial. (2) Verb: We sometimes fast. (3) Adv.: The horses ran fast. (4) Adj.: These are fast colors.

First. (1) Adv.: Advise me first. (2) Adj.: I was first.

Full. (1) Adj.: We saw the full moon. (2) Adv.: "Full many a gem."

Hard. (1) Adj.: The work is hard. (2) Adv.: Hard by yon brook, we saw him.

High. (1) Adj.: The balloon is high. (2) Noun: Our blessings come from on High.

Like. (1) Noun: We shall not see his like again. (2) Adj.: He is like a lion. (3) Adv.: He ran like a deer.

Much. (1) Adv.: He plays much. (2) Noun: They made much of my mistake. (3) Adj.: "Much learning hath made thee mad."

Near. (1) Adj.: Christmas is near. (2) Adv.: Remain near. (2) Verb: The boat nears the wharf.

No. (1) Adj.: No person was injured. (2) Adv.: We shall see thy face no more.

Only. (1) Adj.: This is your only opportunity. (2) Adv.: He only plays. (3) Conj.: I should have gone, only it rained.

Since. (1) Adv.: It happened ten years since. (2) Prep.:

Since the accident, we have not heard from him. (3) Conj.
adv.: Since you ask, I will go.

So. (1) Adv.: They were so tired. (2) Adj.: Is that so?
(3) Noun: He gave me a dollar or so.

Still. (1) Adj.: The leaves are still. (2) Adv.: The trees
is still standing. (3) Noun: In the still of the night, the rob-
bers worked. (4) Conj. adv.: He is old, still he is strong.

Than. (1) Conj.: He is a better student than I. (2)
Prep.: Than whom, none higher sat.

That. (1) Rel. pronoun: It was he that did it. (2) Adj.:
That man did the work. (3) Adj. pronoun: That is desirable.

The (1) Adj.: The day is rainy. (2) Adv.: The more,
the merrier.

Then. (1) Adv.: Then we shall know. (2) Conj. adv.:
If you still insist, then I will go.

Which. (1) Interrog. pronoun: Which is the better? (2) Interrog. adj.: Which book do you like? (3) Rel. pronoun: The
book which was lost is found.

Where. (1) Interrog. adv.: Where did he go? (2) Rel.
adv.: Walk where it is safe.

While. (1) Noun: Come in for a while. (2) Conj. adv.:
He will study while we play. (3) Verb: How shall we while
away the time?

INFLECTIONS OF THE PARTS OF SPEECH

THE NOUN

We have learned that the meanings of the different parts
of speech may be changed by the use of modifying words,
phrases, and clauses.

We shall now learn that a *change in the form* of the word
itself, without the use of modifiers, may indicate certain changes
in meaning.

When the form of the word "heir" changes to "heiress,"

we know that the meaning also has changed, the one form indicating a male and the other, a female who inherits property after the death of the owner.

A change in the form of any part of speech to indicate a change in its meaning or use in the sentence is called inflection.

A change in the meaning or use of a word is sometimes shown by the use of a *different* word instead of by a change in the form of the word; as son, daughter.

In English, therefore, inflection has a somewhat broader application than the definition, just given, suggests.

We shall now study the inflection of the noun.

(Every student should own a dictionary, and should acquire the "dictionary habit." When in doubt concerning the spelling, pronunciation, meaning, or inflection of any word, he should consult the dictionary.)

LESSON 35

INFLECTION OF NOUNS

NUMBER

When a noun represents any one member of a class, it is said to be in the *singular* number; when a noun represents more than one member of its class, it is said to be in the *plural* number.

THE REGULAR FORM OF THE PLURAL

The plural of nouns is generally formed by suffixing "s" to the singular form; as friend, friends.

IRREGULAR FORMS OF THE PLURAL

Nouns ending in an "s" sound. When the singular form of any noun ends in "s" or a similar sound; as, "ss," "ch," "sh," "x," or "z," "es" is suffixed to the singular form of the noun and is pronounced as another syllable; as churches, grasses, boxes, larches, topazes.

Nouns ending in “f” or “fe.” The following nouns form their plurals by changing “f” to “v” and suffixing “s” or “es:”

<i>Sing.</i>	<i>Plural</i>	<i>Sing.</i>	<i>Plural</i>
beef	beevs	loaf	loaves
calf	calves	self	selves
elf	elves	sheaf	sheaves
half	halves	shelf	shelves
knife	knives	thief	thieves
leaf	leaves	wife	wives
life	lives	wolf	wolves

The plural of wharf may be either wharfs or wharves.

The plural of staff, meaning a body of officers, is staffs. In most of its other meanings, staff has the plural staves.

Compounds of staff suffix “s” to form the plural; as flag-staffs.

All other nouns ending in an “f” sound form their plurals by suffixing “s.”

EXERCISE 35

Write the plural of each of the following nouns: Ax, arch, adz, box, brush, cage, cow, chaise, cross, cafe, ditch, dog, engine, face, gas, glass, hedge, house, imp, lamb, lash, lens, niche, owl, prize, quail, race, stag, topaz, uncle, vote, wedge, belief, brief, chief, cliff, dwarf, fife, grief, giraffe, gulf, hoof, kerchief, proof, quaff, reef, roof, safe, scarf, serf, strife and turf.

LESSON 36

INFLECTION OF NOUNS—Continued

Nouns ending in “y.” If the singular form of the noun ends in “y” and is preceded by a consonant, change the “y” to “ie” and suffix “s” to form the plural; as, city, cities.

Words like soliloquy form their plurals in this way (soliloquy, soliloquies), “qu” being equivalent to a consonant.

If the singular form ends in “y” and is preceded by a vowel, suffix “s” to form the plural; as, day, days.

Nouns ending in "o." All nouns ending in "o" preceded by a vowel and some nouns ending in "o" preceded by a consonant suffix "s" only to form their plurals; as cameo, cameos; piano, pianos.

Some nouns ending in "o" preceded by a consonant suffix "es" to form their plurals without increase of syllables; as, hero, heroes.

Study the following:

BY SUFFIXING "S"

banjos	cantos	chromos
contraltos	dominos	dynamics
grottos	halos	mementos
virtuosos	octavos	pianos
porticos	provisos	sopranos
solos	trios	

BY SUFFIXING "ES"

buffaloes	cargoes	desperadoes
heroes	innuendoes	negroes
potatoes	tomatoes	volcanoes
calicoes	echoes	embargoes
mosquitoes	mottoes	mulattoes
tornadoes	vetoes	

EXERCISE 36

Write the plurals of the following nouns: Alley, ally, attorney, body, beauty, boy, city, charity, chimney, colloquy, country, candy, company, colony, century, daisy, day, ditty, donkey, essay, fairy, fancy, glory, jockey, journey, jury, lady, lily, mercy, money, monkey, mystery, majority, penny, pony, pulley, penalty, sky, soliloquy, study, sympathy, story, society, sherry, turkey, turnkey, theory, valley, vanity.

Albino, bamboo, bravo, buffalo, banjo, calico, canto, cargo, cameo, domino, duodecimo, echo, embryo, flamingo, fresco, grotto, halo, hew, innuendo, junto, lasso, manifesto,

momento, mosquito, motto, mulatto, negro, no, palmetto, piano, portfolio, portico, potato, proviso, quarto, salvo, solo, stiletto, tomato, tornado, two, trio, volcano, zero.

LESSON 37

INFLECTION OF NOUNS—Continued

Some nouns are very irregular; their plurals are formed by an internal change.

EXAMPLES:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
child	children	mouse	mice
foot	feet	ox	oxen
goose	geese	tooth	teeth
louse	lice	woman	women
man	men		

NOUNS HAVING TWO PLURALS OF DIFFERENT MEANINGS

<i>Singular</i>	<i>Plural</i>
brick	{ bricks (individuals) brick (a collection)
brother	{ brothers (by birth) brethren (by association, as in a religious organization)
cannon	{ cannons (individuals) cannon (a collection)
cloth	{ cloths (of different kinds) clothes (garments)
die	{ dies (for stamping) dice (for playing)
fish	{ fishes (individuals) fish (a collection)
foot	{ feet (the lower parts of the body) foot (foot-soldiers)

fowl	{ fowls (individuals) fowl (the species)
genius	{ geniuses (persons of uncommon talent) genii (spirits)
head	{ heads (individuals) head (a number of cattle)
horse	{ horses (animals) horse (soldiers)
index	{ indexes (in books) indices (in algebra)
penny	{ pennies (separate coins) pence (taken collectively, used chiefly in speaking of English money)
pea	{ peas (individuals) pease (collectively)
sail	{ sails (pieces of canvas) sail (ships)
shot	{ shots (a number of discharges) shot (number of balls)
summons	{ summons (in non-legal sense) summonses (in legal sense)
staff ,	{ staffs (military sense) staves (in most meanings)

NOUNS HAVING THE SAME FORM FOR SINGULAR AND
PLURAL NUMBER

Some nouns have the same form in both numbers; as, deer, corps, Chinese, cod, elk, grass, grouse, heathen, moose, series, sheep, salmon, perch, species, shad, swine, trout, odds, vermin.

When used with numerals, the following nouns have the same form in both numbers; otherwise, they suffix "s" to form their plurals: brace, couple, dozen, pair, score, hundred, thousand, yoke.

NOUNS WITH NO PLURAL FORMS

Some abstract nouns, and the names of many materials, have no plural forms; such as, wisdom, patience, fortitude, luck, righteousness, purity, temperance, gold, silver, iron, steel, mercury, aluminum.

NOUNS WITH THE PLURAL FORM BUT SINGULAR MEANING

Some nouns are plural in form but singular in meaning; such as, acoustics, amends, athletics (may be used as a plural), bellows, civics, gymnastics (may be used as a plural), dynamics, economics, ethics, hydraulics, mathematics, metaphysics, measles (disease), molasses, news, optics, phonetics, physics, politics (now used as a plural), statics, United States.

NOUNS WITH NO SINGULAR FORM

Some nouns which represent two or more objects always associated have no singular form; such as, assets, arms (in the military meaning), ashes, annals, archives, bitters, breeches, billiards, cattle, dregs, draughts, eaves, (by derivation singular, by present use plural), entrails, means (income), measles (larvae), mumps, nuptials, oats, overalls, pincers, proceeds, premises (real estate), riches (by derivation singular, by present use plural), greens, scales, scissors, shears, snuffers, suds, statistics (facts), thanks, tongs, trappings, trousers, tweezers, vitals, victuals.

The following nouns have no singular corresponding in meaning: colors (flag), compasses (dividers), goods (property), grounds (dregs), letters (literature), manners (behavior), matins (morning service), morals (character), remains (dead body), spectacles (glasses), vespers (evening service).

EXERCISE 37

Write the following nouns in five lists; in the first list, place those having two plurals of different meanings; in the

second, those having the same form for singular and plural numbers; in the third, those having no plural forms; in the fourth, those having the plural form but the singular meaning; in the fifth, those having no singular form.

brick	elk	sheep
apparatus	entrails	metaphysics
assets	means	scissors
luck	gold	pea
bellows	gymnastic	salmon
arms	fowl	shears
brother	grass	disease
deer	silver	snuffers
ashes	measles	sail
wisdom	dynamics	suds
cannon	genius	perch
annuals	mumps	statics
corps	nuptials	molasses
patience	grouse	thanks
archives	iron	shot
acoustics	economics	tongs
cloth	head	trappings
bitters	oats	shad
Chinese	pincers	summons
righteousness	overalls	news
amends	heathen	species
breeches	steel	trousers
die	horse	swine
cod	ethics	optics
cattle	moose	trout
billiards	proceeds	tweezers
purity	riches	phonetics
athletics	mercury	physics
fish	hydraulics	vitals
dregs	index	odds
eaves	series	politics
duck	prémisses	vermin
draughts	greens	tidings
temperance	aluminum	United States
civics	mathematics	victuals
foot	penny	

LESSON 38

INFLECTION OF NOUNS—Continued

PLURALS OF COMPOUND NOUNS

Some compound nouns form their plurals by pluralizing the principal word; as, attorneys-at-law, brothers-in-law, sisters-in-law, sons-in-law, daughters-in-law, fathers-in-law, mothers-in-law, attorneys-general, postmasters-general, commanders-in-chief, generals-in-chief, aides-de-camp, courts-martial, hangers-on, knights-errant, men-of-war.

Most compounds form their plural by pluralizing the last word; as, pailfuls, greenhouses, handfuls, court-yards, major-generals, four-in-hands, three-percents, forget-me-nots.

A few compounds pluralize both words; as, man-child, men-children; man-singer, men-singers.

The following nouns are not considered compounds of man and they form their plurals by suffixing "s;" Brahman, German, Mussulman, Norman, Ottoman, talisman.

PROPER NOUNS

Proper nouns generally follow the same rule as common nouns; as, Beechers, Johnstons, Adamses.

When compounds are made up of a surname and a title, either the surname or the title may be pluralized; as, the Mr. Clarks or the Messrs. Clark.

The title, however, is usually pluralized.

The plural of Mr. is Messrs.; of Miss, Misses.

The title Mrs. has no plural form.

A title should be plural when used with several names; as, the Misses Brown, Smith, and Jones; Messrs. Wanamaker and Brown.

EXERCISE 38

Write the plurals of the following nouns in four lists; in the first, place those that pluralize the principal word; in the

second, those that pluralize the last word; in the third, these that are not considered compounds of man; in the fourth, those that pluralize both words.

Handkerchief, aid-de-camp, Englishman, attorney-at-law, workman, goose-quill, boot-jack, talisman, Brahman, adjutant-general, brother-in-law, son-in-law, captain, castle-clock, Frenchman, cayman, lord-justice, chess-man, sister-in-law, coachful, woman-clerk, Dutchman, coming-in, brigadier-general, commander-in-chief, churchman, court-martial, countryman, cousin-German, knight-templar, cupful, lord-lieutenant, desman, lieutenant-colonel, doctor, doorway, fireman, foeman, five-year-old, general, German, going-out, going-forth, hanger-on, knight-errant, leger-de-main, lieutenant, main-spring, major, man-child, man-of-war, man-servant, man-singer, mouse-trap, Mussulman, Norman, Ottoman, ox-cart, pocket-book, postmaster-general, forget-me-not, good-for-nothing, handful, spoonful, father-in-law, court-yard, maid-servant, tooth-brush.

LESSON 39

INFLECTION OF NOUNS—Continued

FOREIGN NOUNS

There are some nouns in the English language derived from foreign languages. Some still retain their foreign plurals; others have two plurals, one foreign, the other English.

FOREIGN NOUNS WITH FOREIGN PLURALS

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
alumna	alumnae	basis	bases
alumnus	alumni	crisis	crises
analysis	analyses	criterion	criteria
antithesis	antitheses	datum	data
axis	axes	desideratum	desiderata
arena	arenae	ellipsis	ellipses
amanuensis	amanuenses	erratum	errata
bacterium	bacteria	fibula	fibulae

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
hypothesis	hypotheses	parenthesis	parentheses
matrix	matrices	radius	radii
metamorphosis	metamorphoses	synopsis	synopses
nebula	nebulae	stimulus	stimuli
nucleus	nuclei	thesis	theses
oasis	oases	terminus	termini
phenomenon	phenomena	vertebra	vertebrae

FOREIGN NOUNS WITH BOTH FOREIGN AND ENGLISH
PLURALS

<i>Singular</i>	<i>Foreign form</i>	<i>English form</i>
apex	apices	apexes
appendix	appendices	appendixes
automaton	automata	automatons
beau	beaux	beaus
bureau	bureaux	bureaus
bandit	banditti	bandits
cherub	cherubim	cherubs
curriculum	curricula	curriculums
dogma	dogmata	dogmas
dilettante	dilettanti	dilettantes
formula	formulae	formulas
focus	foci	focuses
fungus	fungi	funguses
genus	genera	genuses (rare)
index	indices	indexes
libretto	libretti	librettos
larva	larvae	larvas
madam	mesdames	madams
mademoiselle	mesdemoiselles	mademoiselles
monsieur	messieurs	messrs.
medium	media	mediums
memorandum	memoranda	memorandums

<i>Singular</i>	<i>Foreign form</i>	<i>English form</i>
portmanteau	portmanteaux	portmanteaus
rostrum	rostra	rostrums
seraph	seraphim	seraphs
stamen	stamina	stamens
stratum	strata	stratums
tableau	tableaux	tableaus
virtuoso	virtuosi	virtuosos
vortex	vortices	vortexes
gymnasium	gymnasia	gymnasiums

If letters, figures, and other characters are used as nouns, they are pluralized by suffixing the apostrophe and "s" ('s); as, t's, 3's, +'s.

EXERCISE 39

The teacher should assign a certain number of nouns, in lesson 39, to be spelled correctly and defined.

LESSON 40

INFLECTION OF NOUNS—Continued

GENDER IN NOUNS

Nouns are inflected to denote the sex of the person or thing represented.

A noun which represents a person or an animal of the *male* sex is said to be of the *masculine* gender. A noun which represents a person or an animal of the *female* sex is said to be of the *feminine* gender.

Gender is distinguished in three ways:

1. By the use of different terminations; as, baron, baroness; host, hostess; lion, lioness; priest, priestess; prince, princess.

"Ess" is the termination mostly used. The masculine termination is sometimes dropped before "ess" is suffixed; as, abbot, abbess; duke, duchess; marquis, marchioness.

The vowel of the masculine termination is often dropped and “ess” is then suffixed; as, actor, actress; emperor, empress; governor, governess; master, mistress; tiger, tigress; negro, negress.

A few words derived from the Latin have the feminine ending in *trix*; as, testator, testatrix; administrator, administratrix; executor, executrix.

A few foreign words have the feminine ending in “a;” as, infante, infanta; sultan, sultana; Augustus, Augusta; Louis, Louisa.

“Ine” or “ina” is the feminine termination for a few nouns; as, hero, heroine; czar, czarina; Joseph, Josephine; Paul, Paulina.

2. By the use of different words; as, bachelor, maid; earl, countess; king, queen; lord, lady; monk or friar, nun; sir, madam; stag, hind; wizard, witch; youth, maiden; beau, belle.

3. By words prefixed or suffixed to nouns; man-servant, maid-servant.

Some nouns have the same form for *both* sexes, and are said to be of the *common* gender; as, poet, editor, doctor, author, cousin, friend, child, parent.

There are classes of things that have *no* sex; therefore, the nouns which represent them are said to be of the *neuter* gender; as, table, hat, book.

EXERCISE 40

Write the feminine of each of the following words:

actor	baron	canon
adjustor	beau	caterer
administrator	benefactor	chanter
adulterer	billy-goat	Charles
arbiter	boy	coadjutor
auditor	bridegroom	cock-sparrow
Augustus	brother	colt
author	buck	conductor
ambassador	buck-rabbit	count
bachelor	bullock	czar

dauphin	hunter	preceptor
deacon	husband	peer
don	idolater	poet
drake	infante	porter
drone	instructor	priest
duke	inventor	prince
earl	Jesse	prior
editor	Jew	prophet
elector	John	protector
emperor	Joseph	peacock
enchanter	Julius	ram
Englishman	lad	signore (signor)
equestrian	landgrave	sir
executor	landlord	sire
father	lion	shepherd
Francis	lord	son
friar	Louis	songster
gander	Lucius	sorcerer
gentleman	man	sultan
George	man-servant	stag
giant	marquis	swain
god	mayor	steer
governor	master	tailor
grandfather	merman	testator
hart	milter	tiger
he-bear	monitor	traitor
heir	Mr.	tutor
Henry	Mr. Jones	victor
heritor	negro	viscount
hero	nephew	widower
horse	ogre	wizard
host	papa	youth
	patron	

LESSON 41

INFLECTION OF NOUNS—Continued

POSSESSIVE FORMS

Nouns are inflected to indicate *possession*. Nouns have two forms, the *common* form, for all uses of the noun in the sen-

tence but one; and the *possessive* form, used to show ownership or possession.

To make the possessive form of the singular number, suffix to the common form of the noun, an apostrophe and "s" ('s); as, boy, boy's.

If the singular number ends in "s," or any hissing sound, the ('s) is pronounced as "es"; as, fox, fox's (pronounced foxes); grass, grass's (pronounced grasses); church, church's (pronounced churches).

Good usage seems to favor the "s" in such proper names as James's, Evans's, King Charles's.

To make the possessive form of the plural number, when the plural number does not end in "s," suffix an apostrophe and "s" ('s); as, men, men's; oxen, oxen's.

To plural nouns, ending in "s", suffix an apostrophe only, and pronounce like the plural form; as friends', days'."

(In the phrases, for Jesus' sake, for conscience' sake, for goodness' sake, for righteousness' sake, the "s" is omitted both in spelling and in pronouncing.)

In forming the possessive of compound nouns, the possessive sign is always placed at the *end*; as, brother-in-law's, brothers-in-law's.

If two or more nouns are taken together to indicate joint ownership, the possessive sign is suffixed to the *last* of these nouns only; as, "Sadler and Rowe's Bookkeeping."

If each of the nouns denoting joint ownership is preceded by an adjective, or if they are placed in contrast, the possessive sign is suffixed to each noun; as, "It was the motorman's and not the conductor's duty;" "He is the poor man's, as well as the rich man's, friend."

If two or more nouns are taken together to indicate separate ownership, the possessive sign should be suffixed to each; as, "Anderson's and Hull's Arithmetic." (Anderson's modifies Arithmetic understood; if we say, Anderson's and Hull's Arithmetics, both nouns modify Arithmetics.)

A noun in the possessive case is usually equivalent to an adjective phrase, formed of the preposition "of" and the common form of the noun. In the expression, the store of Mr. Brown, "of Mr. Brown" is equivalent to Mr. Brown's store. (A noun in the possessive case, however, is not always equivalent to an adjective phrase. "The principal's reception" means the reception given by the principal; "the reception of the principal" means the reception given to the principal.)

The noun which governs the possessive case is sometimes omitted; as, "I bought this pencil at the bookseller's," meaning "at the bookseller's store."

Sometimes, instead of suffixing the possessive sign to a group of words, it is better to indicate the possessive by using the adjective phrase; as, the Chief Justice of the Supreme Court's case, the case of the Chief Justice of the Supreme Court. If an appositive is used, the appositive usually is given the possessive sign; as, "This is Mr. Smith, the teacher's, book;" "This is Mr. Smith, our teacher and friend's book." If the appositive has a long modifier, the principal noun should have the possessive sign, and the name of the thing possessed should follow it; as, "This is Mr. Smith's book, the teacher in our school."

A noun in the possessive case does not always indicate possession. It may express:

1. Origin or source; as, Dr. Rowe's Bookkeeping and Accountancy.

2. Kind or fitness of a thing; as, a woman's voice, men's shoes.

3. Periods of time in certain uses; as, a year's interest, five days' work.

4. Personification; as, Fortune's smile. (Personification is a form of expression in which life is attributed to inanimate objects or the characteristics of persons are attributed to objects, animals or abstract ideas.)

Good usage seems to favor the phrase rather than the possessive sign in connection with inanimate objects; as, the monuments of *Baltimore* rather than *Baltimore's* monuments.

EXERCISE 41

Write the possessive singular and the possessive plural of each of the following nouns:

actor	chief	tyro
negro	child	ally
volcano	goose	cuckoo
elephant	beau	attorney
king	genius	elf
monkey	horse	fairy
calf	buffalo	thief
woman	wolf	wife
seraph	lion	deer
swine	princess	sheep
farmer	hero	fish
dwarf	junto	ox
waif	mosquito	mouse

Use in a sentence each of the following expression to denote possession:

father-in-law	princess
William the Conqueror	book
King of Great Britain	chair
Henry the Eighth	Jefferson
attorney-at-law	somebody else

1. Change the following expressions so that they will show joint possession:

- Gilbert's and Sullivan's operas
- Hay's and Nicolay's "Life of Lincoln"
- Beaumont's and Fletcher's dramas
- Spain's and Portugal's alliance
- Grant's and Sherman's friendship
- Warner's and Twain's "Gilded Age"
- Woodward's and Brown's pianos

2. Change the following expressions so that they will show separate ownership:

- Green and Macauley's "History of England"
 Webster and Worcester's dictionaries
 Do you prefer Greenleaf or Wentworth's arithmetics?
 Webster and Worcester's "Unabridged Dictionary"
 Bancroft, Prescott, and Motley's History
 Steinway and Chickering's pianos
 Lowell and Holmes's poems

LESSON 42

INFLECTION OF PRONOUNS

NUMBER

PERSONAL PRONOUNS: Personal pronouns, like nouns, have a singular and a plural form. "I" is singular; "we" is plural. In common usage, "you" is both singular and plural. "He," "she," and "it," are singular; "they" is plural.

When the personal pronouns are compounded with "self," both parts of the compound change their form in the plural.

<i>Singular</i>	<i>Plural</i>
myself	ourselves
thyself	yourselves
himself	
herself	themselves
itself	

RELATIVE AND INTERROGATIVE PRONOUNS: "Who," "which," "what," and "that," used as relative pronouns, have the same forms for both numbers. "Who," "which," and "what," used as interrogative pronouns, have the same forms for both numbers.

THE DEMONSTRATIVE PRONOUNS: "This," and "that," have the plurals "these" and "those" respectively.

Only two indefinite pronouns have plural forms; one, ones; other, others.

GENDER

PERSONAL PRONOUNS: The personal pronouns have an inflection to indicate gender. "He" represents a male, and is of the *masculine* gender; "she" represents a female, and is of the *feminine* gender; "it" represents that which has no sex and is said to be of the *neuter* gender. "I," "we," "you," and "they" are applied to persons of either sex and are said to be of the *common* gender.

RELATIVE AND INTERROGATIVE PRONOUNS: "Who" used as a relative pronoun and as an interrogative pronoun is of the common gender. The relative pronoun "that" is of either common or neuter gender. The relative pronouns, "which" and "what," and the interrogative pronouns, "which" and "what," are of the neuter gender.

The demonstrative pronouns and the indefinite pronouns have no inflection to show gender.

ANTECEDENT

A noun, or an equivalent expression, used to either name or designate the person or thing to whom or to which the pronoun refers is called the *antecedent* of the pronoun. Some Grammarians restrict the application of antecedent to the word represented by a *relative* pronoun. The antecedent of a relative pronoun usually immediately precedes the pronoun.

"Who" is generally used with reference to *persons*. "Which" is applied to living creatures, that are *not persons*, and to *things*. "That" may be used instead of either "who" or "which," referring to either *persons* or *things*. Euphony decides between "who" or "which" and "that."

When the antecedent includes both *persons* and *things*, the relative pronoun "that" should be used; as, The soldiers and cannon that you saw were captured in the battle.

"What" does not have an antecedent expressed in the sentence, but it contains within itself both antecedent and relative

being equivalent to "that which" (that, demonstrative; and which, relative).

The proper relative after "such" is *as*; after "same" either *as* or *that* may be used.

"Same as" usually expresses identity of kind; "same that" absolute identity.

EXERCISE 42

Use the correct relative pronoun in each of the following sentences, and name the antecedent.

1. Time ——— is lost is never found again.
2. There are many ——— saw the accident.
3. The horse ——— I bought ran away.
4. We saw the cannon and soldiers ——— were captured.
5. The man ——— is reading the book is my brother.
6. Tennyson, ——— was the foremost poet of England, died in 1892.
7. Was it he ——— did the work?
8. This is the book ——— I want.
9. She is the same lady ——— sang yesterday.
10. Fools ——— came to scoff remained to pray.
11. Life is a bubble ——— any breath may dissolve.
12. The man ——— loves and laughs must surely do well.
13. He ——— sleeps feels not the toothache.
14. In life there are meetings ——— seem like fate.
15. Our chief want in life is somebody ——— shall make us do what we can.
16. All men ——— have sense and feeling are being helped.
17. Goodness is the only investment ——— never fails.
18. He only is exempt from failure ——— makes an effort.
19. I know ——— happened to the king's army.
20. The man ——— hesitates is lost.
21. Abraham Lincoln is the greatest character ——— the nineteenth century produced.
22. We sent it by the boy ——— carries papers.
23. They ——— live in glass houses must not throw stones.
24. The horse ——— refused to go knew more than he.
25. Man is the only animal ——— can blush.

26. Newspapers ——— allow partisan politics to color the news ——— they print, exercise a dangerous influence.
27. Do not spend all ——— you earn.
28. The dogs and men ——— were here were put out of the room.
29. Ben Hur is one of the books ——— Lew Wallace wrote.
30. He likes his dog, ——— is a spaniel.
31. Socrates was one of the greatest philosophers ——— Greece produced.
32. Nero's was a reign ——— shocks us with its horrors.
33. We acquire the strength ——— we overcome.
34. Life is ——— we make it.
35. He ——— fights and runs away may live to fight another day.
36. The day ——— had been appointed for the race was stormy.
37. Many animals ——— live in the Arctic region have white fur.
38. They found arrow-heads ——— were made by the Indians.
39. ——— is right must be done.
40. You see ——— comes of disobedience.
41. I love such ——— love me.
42. Give such things ——— you can spare.
43. He is not the same boy ——— he was.
44. This is the same man ——— I saw yesterday.
45. He held the same religious opinions ——— his friend.

LESSON 43

INFLECTION OF PRONOUNS—Continued

CASE

The personal pronouns and the pronoun "who" (whether relative or interrogative) have inflection to denote different uses in the sentences.

The inflection of the pronouns to show their uses in the sentence is called *case*.

A pronoun is said to be in the *nominative* case when it is used as the subject of a sentence or as the subject of a clause; as, "He did the work," "The boy *who* was here is my brother."

A pronoun is said to be in the *objective* case when it is used as the direct or as the indirect object of a verb, or when it is used as the principal word in a prepositional phrase; as, "I saw *him*;" "He gave *her* a book;" "Give the pencil to *me*."

(Other illustrations of the nominative and the objective case will be given later.)

A pronoun is said to be in the *possessive* case when it indicates possession; as, "The boy lost *his* hat."

We may now say that the personal pronouns and the pronoun "who" have three cases; the nominative, possessive, and objective.

The apostrophe is not used in forming the possessive of the personal pronouns.

EXAMPLE.—The wind has lost its (not it's) force.

The adjective "own" sometimes follows the possessive for emphasis; as, "This is my *own* hat."

In the singular and in the plural, the personal pronouns have two forms for the possessive case. One form is used when the name of the thing possessed follows immediately the pronoun; the other form is used when the name of the thing possessed is not given, or when the name of the thing possessed does not follow the pronoun; as, "My book is lost;" "Mine is lost;" "The book is *mine*."

In the sentence, "This is a book of *mine*," we have a *double* possessive. This type of double possessive is a well established *idiom*. (An idiom is an expression that violates a rule of the language in which it is used; but the expression is considered correct because of long and respectable usage.)

The expression, "A picture of the queen's," implies that this is one of a number of pictures that belong to the queen, "A picture of the queen" means a portrait of her.

RELATIVE AND INTERROGATIVE PRONOUNS

As we have noted, "who" used as a relative pronoun, and as an interrogative pronoun, has inflection to indicate case; as, "I know the man *who* was here;" "I do not know *whose* book this is;" "I know *whom* I serve;" "*Who* is that man?" "*Whose* book is this?" "*Whom* did you see?"

If the relative pronoun "who" is compounded with *ever* or *soever*, the pronoun changes its form as it would if it were not compounded; as, "*Whosoever* will, may come;" "*Tell whom-ever* you see."

The relative pronouns, "that," "which," and "what" and the interrogative pronouns, "which" and "that," have no inflection.

"Whose" is sometimes used as a possessive of "which" but the best authorities favor "of which;" as, "A book the back of *which* was torn;" rather than, "A book *whose* back was torn."

The possessive of one is one's; as, "One should do one's duty." "Other" and "another" have the possessive forms, other's and another's, respectively. The possessive of any one, no one, everyone and similar expressions, however, is his; as, "Everyone loves his mother."

This, that, those, these, have no possessive forms.

In such expressions as, "everybody else's" business, "anybody else's" business, the possessive sign is suffixed to "else."

Either's and neither's are sometimes used; but the phrases, "of either," "of neither," are better.

Some grammarians say that nouns as well as pronouns have the inflection called case.

Of the ten possible uses that the noun may have in the sentence, it changes its *form* to indicate but one—its use as a possessive; consequently, it would be of little profit to study the nominative and objective cases of nouns at this time.

PERSON

The inflection of a pronoun to indicate whether it represents the speaker or speakers (*I—we*); the person or persons spoken to (*thou—you*); or the person or persons, the thing or things spoken of (*he, she, it—they*), is called *person*.

Nouns do not change their form to indicate person; they are used, however, to refer in meaning to any one of the three persons. Nouns are usually used in the third person; they are used in the first or second person only, when in apposition with pronouns of the first or second person.

EXAMPLE.—“*I, the King of England, command you.*”
“*I pray you, my lord and master, to do this thing.*”

The inflection of pronouns is called *declension*.

DECLENSION OF PRONOUNS

PERSONAL PRONOUNS

FIRST PERSON

	<i>Singular</i>	<i>Plural</i>
Nom.	I	we
Poss.	my, mine	our, ours
Obj.	me	us

SECOND PERSON

	<i>(Solemn style)</i>	
	<i>Singular</i>	<i>Plural</i>
Nom.	thou	ye
Poss.	thy, thine	your, yours
Obj.	thee	you

(Common style)

Nom.	you	you
Poss.	your, yours	your, yours
Obj.	you	you

THIRD PERSON

	Masc.	Fem.	Neut.	All genders
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

COMPOUND PERSONAL PRONOUNS

FIRST PERSON

Nom. and obj.	myself	ourselves
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SECOND PERSON

Nom. and obj.	thyself, yourself	yourselves
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THIRD PERSON

Masc. Fem. Neut.

Nom. and		All genders
obj.	himself, herself itself,	themselves

THE RELATIVE AND THE INTERROGATIVE PRONOUN

Singular and Plural

Nom..	who	which
Poss.	whose	of which (whose)
Obj.	whom	which

COMPOUND RELATIVES

Singular and Plural

Nom.	whoever, whosoever
Poss.	whosesoever
Obj.	whomever, whomsoever

The pronouns "one," "other," "another," have possessive forms.

Singular. one, one's; other, other's; another, another's.

Plural. ones, ones'; others, others'.

EXERCISE 43

Giving the classification, naming the inflections, and telling the use of a word in a sentence, is called parsing the word.

Parse the pronouns in the following sentences, as indicated below:

1. My mind to me a kingdom is.

2. He that would have the kernel must crack the shell.

pronoun	kind	antecedent	person	number	gender	case	use
1. my	personal	represents the speaker	first	sing.	common	poss.	modifies “mind”
2. he	personal	represents person spoken to	third	sing.	masc.	nom.	subj. of “must crack”
3. that	relative	he					subj. of “would have”

1. He most lives, who thinks most, feels the noblest, acts the best.
2. Our affections are our life; they supply our warmth.
3. They wondered at the beauty of the flowers.
4. He had a sister, who was a child too, and his constant companion.
5. All the people who lived in the village went to the church.
6. The gunner whose negligence had caused the accident killed himself.
7. It was her beauty that attracted the attention of Prince John.
8. When all was ready, each took his place.
9. No one expected Ivanhoe to win.
10. Each met the other nobly.
11. The others retreated into the fort.
12. America, my native land, I love thee.
13. Happy is that people whose annals are brief.
14. Nature never did betray the heart that loved her.
15. I see in thy gentle eye a tear;
They turn to me in sorrowful thought;
Thou thinkest of friends, the good and dear,
Who were for a time, and now are not,
Like these children of cloud and frost,—
That glisten a moment and then are lost,—
Flake after flake.

LESSON 44

INFLECTION OF PRONOUNS—Continued

We learned that the antecedent of a pronoun is the word or words to which the pronoun refers. We shall now learn that a pronoun must agree with its antecedent in *number*, *person*, and *gender*.

When a pronoun represents two or more nouns connected by “and,” and the nouns denote different persons or things, the pronoun should be plural; as, “John and James looked for *their* father.”

When a pronoun represents two or more nouns connected by “and,” and the nouns denote the same thing, the pronoun should be singular; as, “The secretary and treasurer (one person) has resigned *his* office.”

If a pronoun represents two or more singular nouns connected by “and,” and each noun is preceded by “each,” “every,” or “no,” the pronoun should be singular; as, “Every oak and every elm has shed *its* leaves.”

If a pronoun represents two or more nouns connected by “and,” and the nouns are of different persons, the pronoun agrees with the first person rather than with the second, and with the second rather than with the third; as, “James and I have *our* tickets with us;” “William and you have lost *your* tickets.”

The fact, that there is no singular personal pronoun of common gender in English, is somewhat confusing at times.

In the sentence, “Each boy and girl may keep——book,” the meaning of the sentence seems to require both “his” or “her;” but this sounds awkward. Many good authorities use the plural pronoun in such sentences; as, “Every boy and girl may keep *their* book.”

If a pronoun represents two or more singular nouns of the same gender, connected by “or” or “nor,” the singular pronoun should be used; as, “Either the motorman or the conductor lost *his* hat;” “Neither Mary nor Alice knew *her* lesson today.”

The absence of a personal pronoun of common gender gives us trouble in singular nouns of different genders, connected by "or" or "nor." Of course, it is wrong to say, "Every boy or girl may keep their book." We may say "Every boy or girl may keep *his* or *her* book," or change the form of the sentence and say "All the boys and girls may keep *their* books."

When a pronoun represents a collective noun, the pronoun should be singular and should be in the neuter gender if the idea expressed by the noun is singular; as, "The jury has done *its* duty;" if the idea expressed by the noun is plural, the pronoun should be plural; as, "The jury have gone to *their* homes."

Sometimes the pronoun "it" is used indefinitely without representing any particular noun; as, "It rains."

In personification, a masculine or a feminine pronoun may be used with a neuter noun; as, "The ship lost *her* anchor."

If the antecedent is a singular noun used to represent both sexes, the masculine form of the pronoun is used; as, "Every student knew *his* lesson."

Such expressions as "every," "either," "each," "any one," "nobody," "man after man," are singular.

When only two persons or things are spoken of, "either" or "neither," should be used; when more than two persons or things are spoken of, "any one" or "no one" should be used.

The rule that "each other" should be used in speaking of two persons or things and "one another," in speaking of more than two is not followed by all good writers.

EXERCISE 44

Indicate on paper the correct pronoun and its antecedent for each of the following sentences, as suggested.

"Has everybody finished ——— lesson?"

ANTECEDENT

PRONOUN

1. Everybody

his

1. Has everybody finished ——— lesson?
2. Poverty and wealth have each ——— own temptations.
3. Neither had discovered ——— mistake.
4. If any one has not finished, let ——— hold up ——— hand.
5. My classmate and companion had completed ——— studies.
6. Everybody should think for ———.
7. Each contributed what ——— could.
8. Every steamer and every train had ——— complement of passengers.
9. Either James or William will let you use ——— book.
10. The elephant is distinguished for ——— strength and sagacity.
11. Everyone stoutly maintained ——— innocence.
12. The husband and father cannot support ——— family.
13. Let each take ——— turn.
14. The bat is nocturnal in ——— habits.
15. The beaver shows great skill in constructing ——— dwellings.
16. The committee has handed in ——— report.
17. The dog is faithful to ——— master.
18. Each officer and each soldier will be permitted to retain ——— arms.
19. Everybody must look out for ———.
20. A person should control ——— wrath.
21. When one is ill ——— will call a physician.
22. The child was unconscious of ——— danger.
23. The fox is noted for ——— cunning.
24. Spring comes forth, ——— work of gladness to contrive.
25. A person who is rude in ——— manners, will be disliked.
26. Each of the men did ——— duty.
27. Truth is fearless, yet ——— is meek and modest.
28. Every tree is known by ——— fruit.
29. This is such bad news that I can not believe ———.
30. Each of the women did ——— duty.
31. If a boy or girl be sent to the principal, ——— should be ashamed.
32. England expects every man to do ——— duty.
33. A person's manners frequently show ——— morals.
34. Every one did ——— duty.

35. Each workman must provide _____ own tools.
36. Sharpen my shears so that _____ will cut.
37. A person who knows _____ own mind, is generally successful.
38. No one is to leave _____ seat, without permission.
39. Let each of the girls take _____ place.
40. Envy and hatred make _____ possessor unhappy.
41. If any one knows, _____ must not tell.
42. Many a man will sacrifice _____ reputation for a trifle.
43. Every lady and every gentleman must register _____ name.
44. Each member of the class should do _____ duty.
45. Every city and village and farm furnished _____ quota of soldiers.
46. Joseph and Benjamin rejoiced to see _____ father.
47. Henry and James will do _____ work.
48. Henry or James will do _____ work.

LESSON 45

INFLECTION OF VERBS

NUMBER AND PERSON

Part I

When we see or hear the verb "is," we know, without hearing or seeing the rest of the sentence, that its subject must be in the singular number, third person. The verb, "am" suggests a subject which must be of the singular number, first person. "Are" suggests a subject which may be of the singular number, second person, or of the plural number, first, second, or third person.

Verbs change their form (have an inflection) to show the number and the person of their subjects.

The verb "be," has more changes to show number and person than any other verb.

Compare the following:

VERB "BE"

Singular

1st person: I am

2nd person: You are

3rd person: He, she, or it is

Plural

We are

You are

They are

If past time is referred to by the verb, the correct forms are:

Singular

1st person: I was

2nd person: You were

3rd person: He, she, or it was

Plural

We were

You were

They were

VERB "SEE"

1st person: I see

2nd person: You see

3rd person: He, she, or it sees

We see

You see

They see

In the verb "see," as in almost all other verbs, only the third person, singular, differs in form from the other persons and numbers. The third person, singular number, of most verbs ends in "s."

(The verbs, "need" and "dare," when followed with an infinitive, do not have the "s" ending in the third person, singular number; as, "He dare not go;" "He need not do it.")

In making the "s" form of verbs, the same rules generally apply as in suffixing "s" to nouns to form the plural; as, finish, finishes; marry, marries; journey, journeys.

A verb must agree (must be of the same number and person) with its subject in number and person.

To decide whether a subject should be considered singular or plural, we must look beyond the *form* of the subject to its *meaning*.

The following should be studied very carefully:

1. The verb must agree with the meaning of the subject; as, "He *is* a student;" "They *are* students."
2. A collective noun requires a verb in the plural number if

the individuals in the collection are considered; as, "The committee *are* eating dinner." The committee, not as a whole but as individuals, are eating. If the collection is thought of as a whole, the verb should be in the singular number; as, "The committee *was* in session all night." The committee, as a body, was in session.

3. If a subject is plural in form but singular in meaning, its verb should be singular; as, "Five dollars *is* the price."

4. If the subject consists of singular nouns that refer to the same person or thing, the subject is considered singular; as, "The secretary and treasurer (one person) *was* absent;" "A red and white flag (one flag) *was* seen;" "My friend and neighbor (one person) *was* there."

5. If the subject consists of singular nouns so modified as to mean different persons or things, the subject is considered plural; as, "The secretary and the treasurer (two persons) *were* absent;" "A red and a white flag (two flags) *were* seen;" "My friend and my neighbor (two persons) *were* there yesterday."

6. Possessive modifiers may change the meaning of the subject; as, "John and Henry's (joint ownership) knife *is* lost;" "John and Henry's knives *are* lost;" "John's knife and Henry's are lost." (The noun knife is understood after Henry's.)

7. Sometimes two or more things are so related in thought that they are thought of as one; as, "Bread and milk *is* a wholesome diet;" "Bread and milk *are* sold in this store." In the first illustration, bread and milk is the name of a kind of food; in the second, bread and milk are spoken of as different things.

8. If the subject is a word that means *a part* and the subject is followed by "of," the number of the verb is determined by the number of the word following "of;" as, "Three-fourths of his time *is* wasted;" "Three-fourths of the students *were* absent." A noun that expresses a part is called a *partitive noun*. The words "plenty," "abundance," "variety," etc., are in the

singular number and are not strictly partitive words; but they are sometimes so used; as, "There *is* plenty of time;" "There *are* plenty of apples."

9. The word "number" when preceded by "the" is considered singular; as, "The number of pupils enrolled *was* large;" "A number of pupils *were* absent."

10. Frequently errors are made in sentences such as, "There *are* more than one student in the office." The subject of the sentence just given is *more* (meaning more students): consequently, the verb should be plural. "There are more students than one in the office" is, however, a much better sentence.

Part II

11. Two or more singular subjects connected by "and" usually have their verb in the plural; as, "John and I *are* in the same class."

12. Two or more singular subjects connected by "and" require a singular verb if they are preceded by "each," "every," "many a," "no," "not," or some other disuniting word; as, "Every house and barn *was* destroyed."

13. If one of two subjects connected by "and" is negative, the verb agrees with the affirmative; as, "Books, and not pleasure, *are* his delight."

14. If several subjects follow the verb, each subject may be emphasized by having the verb agree with the first; as, "Thine *is* the kingdom, and the power, and the glory, forever."

15. If the subjects are connected by "as well as," "and also," "and too," "with," "in addition to," the verb must agree with the first; as, "I, as well as he, *am* a student."

16. If two or more subjects are connected by "or" or "nor," the verb agrees with the nearest; as, "Either the teacher or the pupils *are* to blame;" "Either the pupils or the teacher *is* to blame;" "I or you *are* going;" "You or I *am* going."

17. Since a relative pronoun agrees with its antecedent in number, person and gender, it follows, that a verb, having a

relative pronoun for its subject, must agree with the *antecedent* of the relative pronoun; as, "The boy who *was* here went home;" "The boys who *were* here went home;" "This is the only one of the boys who *was* here." Because of the use of "only" *one*, and not *boys*, is the antecedent. "This is one of the boys who *were* here." "Boys," and not *one*, is the antecedent.

18. Care should be exercised in the use of mathematical expressions. The names of numbers used abstractly are considered nouns in the singular number; as, "Fifty *is* one-half of one hundred." Fractions are usually singular; as, "Two-thirds of nine *is* six." " $\frac{1}{2}$ bushel," " $\frac{3}{4}$ dollars," etc., are sometimes written; but in construing the words, "of" should be supplied; as, " $\frac{1}{2}$ of a bushel, $\frac{3}{4}$ of a dollar."

In reading equations, "equals" is to be preferred to "is;" " $4 + 6 = 10$ " should be read "four plus six equals ten." "Equal" and "are," however, are sometimes used by good authorities.

Some authorities make a distinction in the multiplication tables; as, "Five times one *is* five," "Five times two *are* ten." In the first sentence, they consider the subject to be "one" (unit or thing) taken five times. In the second sentence, they consider the subject to be "two" (units or things) taken five times.

" $25 \div 5 = 5$ " should be read "twenty-five divided by five *equals* five."

EXERCISE 45

Part I

Write the subject, or the part of the subject, that governs the number and the person of the verb in each of the following sentences and the correct form of the verb, as suggested.

"Nothing but singing (was, were) heard."

SUBJECT

VERB

1. Nothing

was

1. Nothing but singing (was, were) heard.
2. Her food (was, were) berries.
3. The army (was, were) defeated.
4. The committee (is, are) to be commended.
5. Three-fourths of the students (was, were) absent.
6. Three-fourths of the work (is, are) done.
7. When (was, were) you in the city?
8. His desire and ambition (is, are) to get money.
9. One of you (are, is) mistaken.
10. You (are, is) mistaken.
11. There (is, are) several persons present.
12. A number of men (was, were) discharged.
13. There (is, are) no data on this subject.
14. (Was, were) either of you there?
15. The memoranda (was, were) destroyed.
16. Neither of the men (was, were) hurt.
17. One of the books (was, were) lost.
18. Our class (is, are) waiting for an examination.
19. A black and white horse (was, were) sold.
20. Five hundred dollars (is, are) a large sum.
21. The jury (was, were) discharged.
22. The jury (was, were) eating dinner.
23. Your pen, ink, and paper (is, are) on the desk.
24. The committee (was, were) unable to agree.
25. Two dollars (is, are) a good price.
26. Two hours (is, are) a long wait.
27. The scissors (is, are) not in their place.
28. Every one (is, are) accountable for his own acts.

Part II

29. Where (was, were) you?
30. The public (is, are) invited.
31. Our nation (is, are) prosperous.
32. Men, as well as money, (was, were) needed.
33. Money, as well as men, (was, were) needed.
34. Two years' interest (is, are) due.
35. The wages of sin (is, are) death.
36. How (is, are) your father and mother?
37. Every one of the prisoners (is, are) to be set free.
38. The class (is, are) delighted with the prospect of a vacation.
39. The power and the influence (is, are) very great.

40. A great variety of flowers (was, were) seen in the garden.
41. There (seem, seems) to be no others here.
42. In his mind there (seem, seems) to be few ideas of honesty.
43. There (come, comes) the girl.
44. One or more persons (was, were) killed.
45. A man or two (was, were) lost.
46. The son, as well as the father, (was, were) pleased.
47. Problem after problem (was, were) given by the teacher.
48. James, if not Henry, (was, were) at the meeting.
49. James, and Henry too, (was, were) at the meeting.
50. James, and not Henry (was, were) at the meeting.
51. Neither James nor Henry (was, were) at the meeting.
52. James or Henry (was, were) at the meeting.
53. There (come, comes) the girls.
54. Three hundred dollars (was, were) paid to the injured man.
55. The red and white dog (is, are) lost.
56. The red and the white dog (is, are) lost.
57. Where (is, are) my hat and coat?
58. A number of persons (was, were) injured.
59. The number of persons injured (was, were) large.
60. Give me one of the books that (is, are) lying on the desk.
61. Every one of the students who (was, were) absent will be punished.
62. One times three (is, are) three.
63. Two times two (is, are) four.
64. There (come, comes) the boys.
65. My room is one of those that (overlook, overlooks) the street.
66. My room is the only one that (overlook, overlooks) the street.
67. He gave us one of the most difficult examinations that (was, were) given this term.
68. Bring me one of the chairs that (is, are) on the veranda.
69. One times six (is, are) six.
70. Neither poverty nor riches (is, are) hurtful to him.
71. No care, no money, no time (was, were) spared.
72. No sound but their own voices (was, were) heard.
73. For the result of this wreck he or they (are, is) responsible.
74. Two times three (is, are) six.
75. Twice as much (is, are) too much.
76. Every book and every paper (was, were) lost.

77. Either the teacher or the pupils (is, are) to blame.
78. Neither the pupils nor the teacher (is, are) to blame.
79. He, and not I, (is, am) going.
80. I, and not he, (is, am) going.

LESSON 46

INFLECTION OF VERBS—Continued

TENSE

Verbs have an inflection to indicate the *time* at which the being or the action that they express, takes place.

Study the following sentences.

1. The boy sees.
2. The boy saw.
3. The boy will see.

In the first sentence, the act of seeing is represented as continuing at the present time; the verb "sees" is said to be in the *present* tense.

The act of seeing in the second sentence, is represented as having taken place in past time; the verb "saw" is said to be in the *past* tense.

In the third sentence, the act of seeing is represented as about to take place in time succeeding that in which the sentence is spoken; the verb "will see" is said to be in the *future* tense.

The inflection of the verb to indicate time is called tense.

The present tense is used not only to represent an action as continuing at the present time but also to denote:

1. General truths; as, "The sun gives light."
2. What occurs frequently or habitually; as, "Mr. Smith teaches in our school."
3. What is to occur in the future; as, "We start for Florida tomorrow."
4. Past acts as if seen at present; (this is called the historical present) as, "Washington crosses the Delaware amid the floating cakes of ice."

In addition to representing an action as having taken place in past time, the past tense is used to denote what occurred frequently or habitually in the past; as, "He always took a walk before breakfast."

The future tense is sometimes used to express what occurs frequently; as, "He will sit by the hour watching the children."

The present, past, and future tenses are called the simple or primary tenses.

The following are the forms of the verbs, "be" and "see," that indicate differences in time.

THE VERB "BE"

<i>Singular</i>	<i>Plural</i>
Present Tense	
I am	We are
You are	You are
He is	They are
Past Tense	
I was	We were
You were	You were
He was	They were
Future Tense	
I shall be	We shall be
You will be	You will be
He will be	They will be

THE VERB "SEE"

<i>Singular</i>	<i>Plural</i>
Present Tense	
I see	We see
You see	You see
He sees	They see
Past Tense	
I saw	We saw
You saw	You saw
He saw	They saw

Future Tense

I shall see

We shall see

You will see

You will see

He will see

They will see

“Shall” and “will” are both used in forming the future tense of verbs, but they have somewhat different meanings; as,

I shall go. (Speaker expects to go)

I will go. (Speaker determines to go)

You shall go. (Speaker determines that you shall go)

You will go. (Speaker expects you to go)

He shall go. (Speaker determines that he shall go)

He will go. (Speaker expects him to go)

1. In declarative sentences, to express *expectation* or *futurity* on the part of the speaker, use “shall” in the first person and “will” in the second and third.

In declarative sentences, to express *determination* or *promise* on the part of the speaker, use “will” in the first person and “shall” in the second and third.

2. In interrogative sentences, “shall” is always used in the first person. When the subject is in the second or the third person, the word should be used in asking the questions that is required in the answer; as,

Shall I go tomorrow? (You shall)

Shall you be able to go tomorrow? (I shall)

Will you promise to go tomorrow? (I will)

3. If a condition is referred to, over which the speaker has no control, “shall” should be used in the first person and “will,” in the second and third; as,

I shall be disappointed if you do not go.

I shall be obliged to you if you go.

I shall be glad to have you go.

I shall be pleased if you go.

He will be pleased if he goes.

I think I shall be ill.

I think he will be ill.

4. In direct quotations (those in which the exact language is reported), "shall" and "will" are used the same as in declarative forms; as, He said, "I will go without fail." (Promise) He said, "I shall be able to go." (Expectation)

5. In indirect quotations (those in which the exact language is not reported), if the subjects do not refer to the same person, "shall" and "will" are used the same as in the declarative form; as, "Father says, I shall go." (Futurity) "Father says, John will go." (Futurity)

In indirect quotations, if the subjects refer to the same person, "shall" is used in all persons to express futurity; and "will" is used in all persons to express determination or promise; as, "Father says, he shall be able to go." (Futurity) "Father says that he will go." (Promise) "You say that you shall go." (futurity) "You say that you will go." (promise)

6. In dependent clauses introduced by "if," "though," "although," "until," "who," "that," etc., "shall" should be used in all persons to express *futurity*; and "will" should be used in all persons to express the idea of *willingness*, *consenting*, or *wishing* on the part of the person represented by the subject of the clause; as, "If he will go, I shall be glad." (Willingness)

EXERCISE 46

Write the number of and the correct word for each of the following sentences.

SHALL, WILL

1. I think it _____ rain soon. (Futurity)
2. I go to prepare a place for you, but I _____ come again. (Promise)
3. We _____ never regret helping a brother in distress. (Futurity)
4. When _____ we see you again?
5. The umbrella _____ be returned this evening, I assure you. (Promise)
6. _____ I go or not?
7. You _____ hear of his success to-morrow, I think. (Futurity)

8. I ——— be pleased to hear from you. (Futurity)
9. I think we ——— have a heavy storm to-day. (Futurity)
10. ——— we go with you to the station?
11. ——— I send these books by the American Express?
12. ——— you go this evening or to-morrow?
13. Though he slay me, yet ——— I trust in him. (Determination)
14. ——— you be of age this year?
15. Nothing ——— make me break my word. (Determination)
16. I ——— never see him again! Never! (Futurity)
17. He ——— pay me immediately. (Determination)
18. Help me, or I ——— drown. (Futurity)
19. Though I die, yet I ——— not deny thee. (Promise)
20. I ——— be obliged to you if you ——— do me this favor. (Futurity)
21. Hear me, for I ——— speak. (Determination)
22. ——— we be there in time?
23. I fear I ——— be too late for the lecture. (Futurity)
24. I ——— suffer if I do not do as I am requested. (Futurity)
25. ——— I return your magazine to you?
26. Where ——— I meet you?
27. We ——— reward her if she remains faithful. (Promise)
28. I think we ——— have rain to-day. (Futurity)
29. I ——— not tolerate his insolence. (Determination)
30. I ——— be very anxious until I hear from you. (Futurity)
31. If you ——— call, I ——— accompany you. (Promise)
32. ——— I have permission to go?
33. ——— I meet you on Wednesday?
34. We ——— do our duty. (Promise)
35. When ——— we three meet again?
36. We ——— be disappointed. (Futurity)
37. We ——— be pleased to have you call. (Futurity)
38. Do you think we ——— have rain?
39. He fears that he ——— miss the train. (Futurity)
40. ——— I find you at home?
41. ——— he have time to get his ticket?

42. _____ you be surprised to hear it?
43. I hope he _____ be in time to get good seats. (Futurity)
44. He has resolved that he _____ not answer the letter. (Determination)
45. Howard thinks his brother _____ probably live to old age. (Futurity)
46. We _____ find ourselves much mistaken. (Futurity)
47. John thinks he _____ be sick to-morrow. (Futurity)
48. If you _____ call for me, I _____ be glad to go with you. (Futurity)
49. _____ you be at leisure after dinner?
50. _____ you have time to get your ticket?
51. _____ you do me the favor to reply by return mail?
52. _____ there be time to get our tickets?
53. He says James _____ be sick to-morrow. (Futurity)
54. Howard thinks he _____ probably live to old age. (Futurity)
55. I _____ be obliged to you, for your autograph. (Futurity)
56. Yes, I fear that he _____ miss the train. (Futurity)
57. You _____ not enter the house again. (Determination)
58. I _____ go; nobody _____ hinder me. (Determination)
59. I trust I _____ remember the password. (Futurity)
60. _____ he be allowed to join the club?

LESSON 47

INFLECTION OF VERBS—Continued

SHOULD—WOULD

7. Historically "should" and "would" are the past tenses of "shall" and "will;" and consequently, in corresponding uses they follow the same rules. "Should," however, sometimes means "ought" and is used in the meaning of propriety or obligation with all subjects alike; as, "I should do my duty;" "He should do his duty." "Would" may be used to express a wish; as, "I would that I had gone." "Would" is also used

in all three persons to express willingness, habit, or custom; as, I would give it to you if I could. (Willingness) "He would often go to sleep in class." (Habit) "He would go to church on Sunday." (Custom)

EXERCISE 47

Write the number of and the correct word for each of the following sentences.

SHOULD, WOULD

1. I _____ like to attend the meeting.
2. If the horse were to run away, I _____ be frightened.
3. You _____ obey your teacher.
4. I _____ have gone if it had not rained.
5. I _____ never have consented to such an agreement.
6. He _____ support his family.
7. If I had known this, I _____ not have given him the money.
8. If he _____ find it, I _____ rejoice.
9. A man who _____ do such a thing _____ be punished.
10. The Indians _____ suddenly spring upon the settlers.
11. He said he _____ go if it _____ please me.
12. If he succeeded, I _____ be happy.
13. Grandmother _____ knit for hours at a time.
14. She _____ not work so hard.
15. If you _____ hear of a situation, I wish you _____ let me know.
16. If it _____ rain, you _____ need your umbrella.
17. I _____ be glad if it _____ stop raining.
18. I _____ that my father were here.
19. I _____ like to see you soon.
20. I knew I _____ dislike the city.
21. If I were you, I _____ not do that thing.
22. I never _____ consent to do that.
23. If I were to offer him water, he _____ drink it.
24. Were he to see me, he _____ know me.
25. If John knew it, he _____ be provoked.
26. Father thought he _____ be able to go, but mother said he _____ not go.
27. I _____ like to have the goods shipped at once.

28. I hoped that they ———— accept the offer.
 29. I ———— be sorry to have you go.
 30. He ———— be sorry to hear this.
 31. The teacher said that you ———— be promoted.
 32. If I knew his address, I ———— write to him.
 33. We ———— prefer to go to the theatre.
 34. I feared that he ———— not come.
 35. John feared that he ———— miss the boat.
 36. ———— you go if you were I?
 37. I ———— think you ———— not go.
 38. We ———— enjoy the ride.
 39. He ———— not flatter himself with that delusion.
 40. I never was what I ———— be.
 41. She ———— not walk, he said, through the dust and heat
 of the noonday.
 42. If he ———— invite us, we ———— have to decline.
 43. He ———— not like to be left behind.
 44. She ———— be allowed to go.
 45. I feared that they ———— refuse to do it.
 46. It ———— be delivered at once.
 47. If it ———— be as hot as it is to-day, we ———— not go.
 48. I ———— do it if they ———— pay me for it.
 49. George ———— not be found in such company.
 50. You ———— laugh if you ———— hear the story.
 51. She ———— not work so steadily.

LESSON 48

INFLECTION OF VERBS—Continued

In addition to indicating the time of the action, verbs may suggest something of the *condition* of the action that they represent.

Study the following sentences:

1. I have seen the picture.
2. I had seen the picture before you came.
3. I shall have seen the picture before to-morrow.

In the first sentence, the action is represented as completed previous to the time of speaking, but as extending up to it; the verb, "have seen," is said to be in the *present perfect* tense.

In the second sentence, the action is represented as completed in past time which does not extend to the present but which does extend to some past time understood or indicated in the sentence (before you came); the verb, "had seen," is said to be in the *past perfect* tense.

In the third sentence, the action is represented as completed, not in the past or in the present time, but at some future time understood or expressed in the sentence (before to-morrow); the verb, "shall have seen," is said to be in the *future perfect* tense.

The present, past, and future perfect tenses are called the *perfect* or *secondary* tenses.

The following are the forms of the verbs, "be" and "see," in the perfect tenses.

THE VERB "BE"

<i>Singular</i>	<i>Plural</i>
Present Perfect Tense	
I have been	We have been
You have been	You have been
He has been	They have been
Past Perfect Tense	
I had been	We had been
You had been	You had been
He had been	They had been
Future Perfect Tense	
I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

THE VERB "SEE"

<i>Singular.</i>	<i>Plural.</i>
Present Perfect Tense	
I have seen	We have seen
You have seen	You have seen
He has seen	They have seen

Past Perfect Tense

I had seen	We had seen
You had seen	You had seen
He had seen	They had seen

Future Perfect Tense

I shall have seen	We shall have seen
You will have seen	You will have seen
He will have seen	They will have seen

An examination of the perfect tense forms just given, will show that the perfect tenses of these verbs are formed by using "have," "had," and "has" (forms of the verb have), and the forms "been" and "seen" of the verbs "be" and "see."

"Been" and "seen" are called *past participles* of these verbs.

The past participle of a verb is the form of the verb that is used with some form of the verb "have" to constitute the perfect tenses.

"Have," "had," and "has" are called helping or *auxiliary* verbs. Any verb that is used to help in forming the different mode and tense forms of other verbs, is called an *auxiliary* verb. The common auxiliary verbs are "be," "do," "have," "will," "can," "may," "shall," and "must."

The present tense of "have" is used to form the present perfect; the past, to form the past perfect; and the future, to form the future perfect.

Following are the forms of have:

Singular	Plural
Present Tense	
I have	We have
You have	You have
He has	They have
Past Tense	
I had	We had
You had	You had
He had	They had

Future Tense

I shall have	We shall have
You will have	You will have
He will have	They will have

Past participles differ in the manner in which they are formed from their verbs, and we classify verbs according to the manner in which their past tense and past participle are formed.

If the past tense and the past participle of a verb are formed by suffixing “d” or “ed” to the present tense form, the verb is called a *regular* verb; as, walk, walked, walked.

The verbs that do not form their past tense and past participle in this manner are called *irregular* verbs; as, see, saw, seen.

The present tense form of some regular verbs undergoes a slight change, however, in forming the past tense and the past participle.

If the verb ends in “y” preceded by a consonant, the “y” is changed to “i” and “ed” is suffixed; as, imply, implied; cry, cried.

If the verb ends in “e,” “d” only is suffixed; as, introduce, introduced.

If the verb ends in “ay,” the “y” is changed to “i” and “d” only is suffixed; as, lay, laid; say, said.

In a few verbs, the “d” takes the place of the final vowel or consonant of the present; as, sell, sold; shoe, shod.

Some verbs ending with “d” in the present change the “d” to “t;” as, lend, lent; build, built.

The present tense, the past tense, and the past participle are called the *principal* parts of the verb.

The following are the principal parts of some of the verbs in common use.

(For reference)

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
arise	arose	arisen
awake	awoke, awaked	awaked
abide	abode	abode
alight	alighted, alit	alighted, alit
bear (bring forth)	bore	borne, born
bear (carry)	bore	borne
be (am, is, are)	was	been
begin	began	begun
beat	beat	beaten, beat
bend	bent	bent
bereave	bereft, bereaved	bereft, bereaved
behold	beheld	beheld
beseech	besought	besought
bet	bet	bet
bid (command)	bade	bidden
bid (offer money)	bid	bid
bite	bit	bit
bind	bound	bound
blend	blent, blended	blent, blended
bleed	bled	bled
blow	blew	blown
bless	blessed, blest	blessed, blest
breed	bred	bred
break	broke,	broken
buy	bought	bought
build	built, builded	built, builded
burst	burst	burst
bring	brought	brought
catch	caught	caught
cast	cast	cast
cleave (split)	clove, cleft	cloven, cleft, cleaved
choose	chose	chosen

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
chide	chid	chidden, chid
cleave (to cling to)	cleaved	cleaved
climb	climbed	climbed
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
crow	crowed, crew	crowed
cut	cut	cut
clothe	clad, clothed	clad, clothed
dare	dared, durst	dared
do	did	done
dive	dived, dove	dived
deal	dealt, dealed	dealt, dealed
dig	dug	dug, digged
dream	dreamed, dreamt	dreamed, dreamt
draw	drew	drawn
drink	drank	drunk, drunken
dwell	dwelt, dwelled	dwelt, dwelled
dress	drest, dressed	drest, dressed
drive	drove	driven
eat	ate	eaten
freeze	froze	frozen
forget	forgot	forgotten, forgot
forsake	forsook	forsaken
forbear	forbore	forborne
find	found	found
fling	flung	flung
fly	flew	flown
flee	fled	fled
feed	fed	fed
fight	fought	fought
feel	felt	felt

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
fall	fell	fallen
fling	flung	flung
give	gave	given
gild	gilded, gilt	gilded, gilt
gird	girded, girt,	girded, girt
get	got	got, gotten
grave	graved	graved, graven
go	went	gone
grind	ground	ground
grow	grew	grown
heave	hove, heaved	hove, heaved
have	had	had
hear	heard	heard
hang	hung, hanged (in legal sense)	hung, hanged
hold	held	held
hide	hid	hidden
hit	hit	hit
hew	hewed	hewn, hewned
hurt	hurt	hurt
keep	kept	kept
knit	knit, knitted	knit, knitted
kneel	knelt, kneeled	knelt, kneeled
know	knew	known
lend	lent	lent
lead	led	led
leave	left	left
lay	laid	laid
lade	laded	laded, laden
lie (to recline)	lay	lain
lean	leaned, leant	leaned, leant
learn	learned, learnt	learned, learnt
light	lit, lighted	lit, lighted

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
leap	leaped, leapt	leaped, leapt
lose	lost	lost
let	let	let
mean	meant	meant
make	made	made
mow	mowed	mowed, mown
meet	met	met
plead	pleaded, plead	pleaded, plead
pay	paid	paid
put	put	put
pen	pent, penned	pent, penned
quit	quit, quitted	quit, quitted
rend	rent	rent
read	read	read
ring	rang	rung
ride	rode	ridden
rid	rid	rid
run	ran	run
rive	rived	riven, rived
rise	rose	risen
rot	rotted	rotten, rotted
saw	sawed	sawn, sawed
say	said	said
seek	sought	sought
sell	sold	sold
see	saw	seen
seethe	seethed, sod	seethed, sodden
send	sent	sent
sew	sewed	sewed, sewn
set	set	set
shake	shook	shaken
shed	shed	shed
shear	sheared	sheared, shorn

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
shine	shone	shone
shoot	shot	shot
shoe	shod	shod
shrink	shrunk, shrunk	shrunk, shrunken
shave	shaved	shaven, shaved
show	showed	shown
shred	shred, shredded	shred, shredded
shrive	shrived, shrove	shriven shrived
shut	shut	shut
sink	sank	sunk
sing	sang	sung
sit	sat	sat
sleep	slept	slept
sling	slung	slung
slay	slew	slain
slink	slunk, slank	slunk, slank
smell	smelt, smelled	smelt, smelled
slit	slit, slitted	slit, slitted
slide	slid	slidden, slid
sow	sowed	sown
smite	smote	smitten
speak	spoke	spoken
spell	spelled, spelt	spelled, spelt
spill	spilled, spilt	spilled, spilt
speed	sped	sped
spend	spent	spent
spin	spun	spun
spit	spit, spat	spit, spat
split	split	split
spread	spread	spread
spoil	spoiled, spoilt	spoiled, spoilt
stand	stood	stood
spring	sprang	sprung

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
stave	stove, staved	stove, staved
steal	stole	stolen
sting	stung	stung
stick	stuck	stuck
stay	stayed, staid	stayed, staid
strew	strewed	strewn, strewed
strike	struck	struck, stricken
stride	strode	stridden
strive	strove	striven
string	strung	strung
swear	swore	sworn
sweep	swept	swept
sweat	sweated, sweat	sweated, sweat
swell	swelled	swelled, swollen
swing	swung	swung
swim	swam	swum
take	took	taken
tell	told	told
teach	taught	taught
tear	tore	torn
thrive	throve, thrived,	thriven, thrived
throw	threw	thrown
think	thought	thought
tread	trod	trod, trodden
thrust	thrust	thrust
wear	wore	worn
wake	woke, waked	woke, waked
weep	wept	wept
weave	wove	woven
whet	whet, whetted	whet, whetted
win	won	won
wet	wet, wetted	wet, wetted
work	worked, wrought	worked, wrought

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
wind	wound	wound
wring	wrung	wrung
write	wrote	written
can	could	—
may	might	—
must	—	—
shall	should	—
will	would	—
ought	—	—
—	quoth	—
beware	—	—
methinks	methought	—

EXERCISE 48

Either by an oral or by a written exercise the teacher should satisfy himself that the student knows the principal parts of the verbs given in Lesson 48.

LESSON 49**INFLECTION OF VERBS—Continued****SEQUENCE OF TENSES**

The tense of a verb in a dependent clause usually depends upon that of the verb in the independent clause; this dependence is called the *law of the sequence of tenses*.

The following sentences illustrate this dependence of tense:

I think he will go.

I thought he would go.

I have come that he may go.

I had come that he might go.

John will be frightened if he sees that.

John would be frightened if he saw that.

John would have been frightened if he had seen that.

If the verb in the independent clause is changed from the present to the past, the present tense in the dependent clause should be changed to the past, and the present perfect tense to the past perfect.

Study the following examples:

Present: I *write* when I *am* not busy.

Past: I *wrote* when I *was* not busy.

Present: Father *says* we *may* go.

Past: Father *said* we *might* go.

Present: You *know* he *has* gone.

Past: You *knew* he *had* gone.

EXERCISE 49

Rewrite the following sentences changing the verb in the independent clause to the past tense.

1. He thinks he will go.
2. He thinks I have gone.
3. William is absent whenever it rains.
4. She studies hard because she desires to succeed.
5. He gives money to all who ask him.
6. Where is the chair in which the boy is sitting?
7. We are sorry there has been any misunderstanding, and hope that you will not be inconvenienced.
8. All orders that reach us before the first of the month will be filled.
9. We find that John Smith has failed to account for the money.
10. I desire to get a position where there is a good opportunity for advancement.
11. It seems to me that they have misrepresented the subject.
12. We know where the flowers grow.
13. I think that you are correct.
14. His debts, which are many, are paid by his father.
15. The star which shines in the evening is almost red.

Rewrite the following sentences changing the verb in the independent clause to the present tense.

1. William gave me the book that I might read it.
2. I thought I could go, but I was mistaken.

3. He was delighted when he thought of what we had accomplished.
4. He studied the lesson so well that he could not fail.
5. The horse ran away because he saw the engine.
6. The verdict was, that he was guilty.
7. He left New York, where he was doing well.
8. There is an elevator which carries freight.
9. The flowers that came in the spring were very welcome.
10. The house that was freshly painted shone in the sunlight.

LESSON 50

INFLECTION OF VERBS—Continued

MODE

Mode is a classification of verb forms according to the *manner* of assertion.

We must remember that the mode of a verb depends on the *manner* in which the thought expressed by the verb is understood rather than on the *form* of the verb. *Thought* and not form should be considered in determining the mode of a verb.

As a matter of fact, there are few changes in the form of the verb to indicate mode. There are many forms of the verb which may be used in more than one mode; the mode of such forms is determined by the *thought* expressed by these forms.

INDICATIVE MODE

A verb that represents an action as real or certain is said to be in the *indicative mode*; as, "He studies;" "He will study."

That a sentence has the interrogative form, does not affect the mode of the verb. The mode is the same as that of the declarative form; as, "Does he study?"

SUBJUNCTIVE MODE

A verb, however, may express a condition, the contrary of which, it implies to be true; or a wish; or an action as desired,

or feared, or as untrue; as, "If I were in his place, I would go." "I wish my father were here."

When the verb indicates certain phases of condition, uncertainty or unreality, the verb is said to be in the subjunctive mode.

A comparison of the indicative forms with the subjunctive forms of the verb "be" will show that the present tense indicative and the present tense subjunctive have no forms in common. (For all reference to verb forms, see Lesson 58, p. 213.)

In the past tense, "If we were," "If you were," and "If they were," are the same in both modes.

In the present perfect tense, third person, singular number, the subjunctive differs from the indicative.

SUBJUNCTIVE OF CONDITION

Not all conditions, however, are expressed in the subjunctive mode.

If a supposition or a condition is assumed to be true or is expressed without any suggestion as to its truth, the verb should be in the *indicative* mode; as, "If he is old (and he is), he is still active;" "If he is guilty (I don't know whether he is or not), he should be punished."

If a supposition or condition is looked upon by the speaker as untrue, unlikely, or doubtful, the verb should be in the *subjunctive* mode; as, "If father were here (he is not), he would enjoy this;" "If the weather be clear to-morrow (I am not sure that it will be), we shall go."

We need to distinguish between general and particular conditions. When "if" is equivalent to "whenever," the condition is said to be general; as, "If (whenever) it snows, we go sleighing." General conditions have their verbs in the *indicative* mode.

Particular conditions are usually expressed in the *subjunctive* mode; as, "If it snow, we shall not go."

When "if" is omitted, the verb stands before the subject; as, "Were he here. I should be pleased."

When the truth of a condition is doubtful, the verb should be in the present or present perfect tense subjunctive mode; as, "If he *be* here (we doubt that he is) we shall see him." "If he *have been* here (we doubt that he has) we regret it."

When the supposition was untrue in the past, the past perfect subjunctive should be used; as, "If he *had been* there (he was not), he would not have done so."

A comparison of the indicative forms with the subjunctive forms will show that, with the exception of the verb "be," the forms of the subjunctive, active and passive, are like those of the indicative except in the third person singular in the present and present perfect tenses.

THE SUBJUNCTIVE OF DESIRE, WISH, OR PURPOSE

Wishes are expressed in the *subjunctive* mode; as, "I wish my mother *were* here."

To express a wish that may be fulfilled, the present tense subjunctive should be used; as, "God *help* you," "Peace *be* with us."

The sentence, "He studies that he *may be wise*," expresses a desire in the form of a purpose and the verb "may be" is in the subjunctive mode.

Anything that is desired must necessarily be regarded as a non-actuality at the time the desire is expressed; consequently, the verb expressing the desire must be in the *subjunctive* mode.

Some authorities would say "may be," in the sentence just given, is in the potential mode. We shall consider this matter more fully under subjunctive of possibility which follows.

EXERCISE 50

Indicate the form of the verb that should be used in each of the following sentences, by writing the number of the sentence and the word, and give reason.

1. If he (were, was) kind to them, they would not be unhappy.

2. If I (be, am) in the wrong, I will confess it.
3. Though he (swear, swears) it, they will not believe him.
4. If thine enemy (hunger, hungers) feed him.
5. Though he (be, is) dead, we shall find him.
6. Even if he (fail, fails) he will not despair.
7. If he (was, were) willing, I would help him.
8. If he (was, were) severe, he was not unjust.
9. If the truth (is, be) known, no harm can result.
10. Though she (was, were) there, I did not see her.
11. If it (be, is) fair, we shall go.
12. Though he (slay, slays) me, yet will I trust in him.
13. If he (study, studies), he will improve.
14. You speak as if I (was, were) your slave.
15. (Was, were) I to speak, I (should, would) denounce him.
16. If I (were, was) he, would you do it?
17. If this (was, were) true, the difficulty would vanish.
18. If he (was, were) there, I did not see him.
19. Though this (seem, seems) improbable, it is true.
20. If my friend (is, be) in town, he will call this evening.
21. If he (is, be) guilty, the evidence does not show it.
22. If I (was, were) he, I would do differently.
23. If to-morrow (is, be) fine, I will walk with you.
24. If I (was, were) manager, it should not be.
25. If I (be, am) poor, I am honest.
26. Suppose Canada (was, were) annexed to the United States.
27. If a man (is, be) happy, he need not try to prove it.
28. If I (was, were) you, I would buy that book.
29. If my mother (was, were) here, I should be happy.
30. If your father (was, were) here, you would not do that.
31. If your brother (come, comes) let me know.
32. If it (rain, rains) to-morrow, I can not go.
33. Though he (was, were) honest, he was poor.
34. If I (was, were) he, I would go.
35. If it (rains, rain) the work is delayed.
36. If he (return, returns), give him the book.
37. He cannot enter unless he (pay, pays).
38. (Was, were) he to show me the proof, I would not believe him.
39. If this (be, is) all, let us go.
40. (Was, were) he to go, I could not go with him.
41. If he (suspect, suspects) the man, he should not employ him.

42. I wish I (was, were) well.
43. I wish my father (was, were) here.
44. She said she wished she (was, were) an angel.
45. I wish I (was, were) in Paris.
46. Govern well thy appetite, lest sin (surprise, surprises) thee.
47. I wish it (was, were) in my power to help you.
48. I wish I (was, were) in his place.
49. Help him lest he (die, dies).
50. Beware that he (bring, brings) his book.
51. See that he (tell, tells) no man.
52. I would he (was, were) here.
53. I would that I (was, were) as he.
54. Hurry lest we (be, are) late.
55. Would that I (was, were) there to help him.
56. Take heed lest you (be, are) discouraged.
57. Oh! how I wish she (was, were) here.
58. Suppose he (was, were) here, what could he do?
59. If he (oppresses, oppress) the needy, he shall not live.
60. Even if I (was, were) disposed, I could not satisfy you.

LESSON 51

INFLECTION OF VERBS—Continued

SUBJUNCTIVE OF POSSIBILITY OR POTENTIALITY

Some very good authorities use the term, *potential* mode, rather than the term, subjunctive of possibility, or some other corresponding expression, in connection with certain auxiliaries which we shall now consider.

If *thought* or *meaning* is the basis of classification in mode, all the auxiliaries that are classified as potential mode forms can be classified as indicative or subjunctive forms.

We have already learned that, excepting the verb "be," the forms of the subjunctive are like those of the indicative except in the third person singular number in the present and the present perfect tenses.

In other words, mode depends more upon the *manner* in which the thought expressed by the verb is understood, than it does upon the *form* of the verb.

"I may go" suggests the idea of uncertainty; consequently, "may go" is in the *subjunctive* mode.

"May" is used with reference to the present or the past.

In the sentence, "Father says I *may go*," "may" is equivalent to "am permitted" and "may go" is in the indicative mode.

"Might" follows the same rule as "may" and is used with present or future meaning; as, "Oh, that it *might* be true!" "I think he *might* do the work."

"I *can do* the work," expresses a fact; therefore, the verb "can do" is in the indicative mode.

"He *could do* the work easily," also expresses a fact and "could do" is *indicative*.

In the sentence, "If I *could stand* the pain, I would have the tooth extracted," "could stand" expresses a condition, and is, therefore, in the *subjunctive* mode.

When used to express a future condition, "should" and "would" are *subjunctive*; as, "If he *should* come, he will see me."

When "should" is equivalent to "ought," it is *indicative*; as, "You *should study*." "Would" also may be used in the indicative; as, "John *would not study*."

"Must" and "ought" may be either indicative or subjunctive; as, "He *must go*" (indicative); "He *could go if he must*." (subjunctive).

The person who classifies "I *can see*" in the potential mode, but "I *am able to see*" in the indicative mode, is guided not by meaning but by form.

We repeat that mode depends on *meaning* rather than on form.

Whether we use the potential mode or not, "may," "can," and "must," are present; "might," "could," "should," and "would," are past; "may have," "can have," "must have," are present perfect; "might have," "could have," "would have," "should have," are past perfect.

IMPERATIVE MODE

A verb may be used to express a command or that which is strongly desired by the speaker; as, "Promise me that you will study." "Study your lesson." "Promise" and "study" are said to be in the *imperative mode*.

A verb that expresses a command or a request is said to be in the imperative mode.

The subject of a verb in the imperative mode is "thou" or "you," usually not expressed but understood.

Since a command is always given in the present tense, second person, the imperative form of the verb is found in the present tense, second person only.

EXERCISE 51

Name and classify the modes of the verbs in the following sentences.

1. Bring me the book that I may read to you.
2. I rise that I may be heard.
3. He feared he might lose the way.
4. Had I your chance, I would go.
5. May he rest in peace.
6. Walk carefully lest you fall.
7. He died that we might live.
8. John would not go.
9. If he still wishes to go, he may go with me.
10. It was possible that he might be right.
11. Had he followed my advice, he would be here.
12. This unsettled state of affairs may pass away in time.
13. Let us rest that we may be ready for the fray.
14. We doubt whether it can be done.
15. Honor thy father and thy mother that thy days may be long in the land.
16. If I should go abroad, I should see Paris.
17. If this should be said, deny it.
18. Oh, that I might see Paris!
19. Speak clearly, if you speak at all.
20. If you suspect a man, do not employ him.

21. Should you desire it, I will remain.
22. Should you see my father, give him my message.
23. See that the letter be written.
24. If he had loved her before, he now adored her.
25. If you employ a man, do not suspect him.

LESSON 52

INFLECTION OF VERBS—Continued

We have learned that, according to their use, verbs are either transitive or intransitive. A few verbs, however, which are always transitive and a few which are always intransitive are sometimes misused.

Study the following carefully:

INTRANSITIVE (HAVE NO OBJECT COMPLEMENT)

Lie (reclining) lay, lain, lying.

Rise (getting up) rose, risen, rising.

Sit, sat, sat, sitting.

Awake, awoke, awaked.

TRANSITIVE (MUST HAVE AN OBJECT COMPLEMENT)

Lay (to place) laid, laid, laying.

Raise (to lift) raised, raised, raising.

Set (to place) set, set, setting.

Set is sometimes used intransitively; as, "The sun sets;" "He set out for Baltimore."

Wake, woke, waked.

EXERCISE 52

Write the number of and the correct word for each of the following sentences.

SIT, SET

1. An old man _____ by the roadside.
2. _____ down and tell me about it.
3. He has _____ there all the morning.

4. We ——— by the window and watched the parade.
5. He ——— out for Washington yesterday.
6. Where do you ——— ?
7. How long have you ——— there?
8. The girls were ——— ing by the brook.
9. We ——— the hen yesterday.
10. The hen wants to ——— .
11. The hen has ——— on the nest a week.
12. ——— the table.
13. His wife was ——— ing the table, when he entered.
14. The sun ——— in the west.
15. John and James ——— together in school.
16. Have you ——— here long?
17. A robin ——— on the tree near the house.
18. We ——— at the table for a long time.
19. The poet ——— in his study.
20. The bird is ——— ing on her eggs.
21. We ——— on the veranda and saw the sun ——— .
22. ——— the basket on the table.
23. The basket is ——— ing on the table.
24. They are ——— ing poles for the telephone line.
25. ——— up straight.
26. Come into the ——— room.
27. The mother-bird is ——— in her nest.
28. We ——— out twelve elms last arbor-day.
29. Where did he ——— ?
30. I ——— it on the shelf, and there it ——— now.
31. Won't you ——— here?
32. He ——— motionless for an hour.
33. I have been ——— in the arbor while you have been ——— out your plants.
34. The court will ——— in June.
35. Was he ——— ing there then?

LIE, LAY

1. The traveler told me to ——— the book on the desk.
2. I ——— the book on the desk.
3. The doctor told me to ——— down and I ——— down.
4. I have ——— down and I feel better.
5. Has the man ——— there long?
6. After the days' work is over, they ——— down to rest.

7. John _____ in bed too late in the morning.
8. The cows _____ under the tree all morning.
9. You had better _____ down until you feel better.
10. _____ the paper on the table.
11. You did not _____ the paper on the table.
12. Have you _____ the paper on the table?
13. "Now I _____ me down to sleep."
14. John _____ down an hour ago.
15. Has James _____ down?
16. Tell James to _____ down.
17. A tree was _____ ing by the roadside.
18. The snow _____ in great heaps on the mountain side.
19. He told the men to _____ the stones carefully.
20. They _____ the stones with great care.
21. The men were _____ ing rails for the track.
22. After they had been _____ ing silent for an hour, the command was given to march.
23. They ran so far they had to _____ down to rest.
24. His hat was _____ ing on the floor.
25. _____ your hat on the table.
26. Where did you _____ it?
27. How long has it _____ there?
28. At what wharf does your yacht _____ ?
29. It _____ on the grass yesterday.
30. It has _____ there for years.
31. They have _____ the corner-stone.
32. He _____ in bed till nine o'clock.
33. A thousand miles of pipe have been _____ .

RISE, RAISE

1. The price of eggs has _____ .
2. The river _____ during the night.
3. A cloud is _____ ing in the west.
4. _____ the window.
5. The bread would not _____ .
6. The bread has _____ .
7. The committee has _____ five hundred dollars.
8. I fear the heavy rain will cause the river to _____ .
9. I _____ so that I may be heard.
10. I _____ so that I might see better.
11. They _____ a flag during the night.

12. The sun _____ in the east.
13. I think the fog will _____.
14. Great clouds of dust _____ as the army marched.
15. The injured man could not _____.

AWAKE, WAKE

1. I _____ when the bell rang.
2. The ringing of the bell _____ me.
3. Have you _____ John?
4. I _____ every morning early.
5. He had _____ before I called him.
6. Christmas morning the children _____ at five o'clock.
7. I have _____ early every morning this week.
8. The noise of the wind _____ me.
9. The birds _____ before sunrise and _____ us with their singing.
10. Lord Byron _____ one morning to find himself famous.
11. The noise of the burglar _____ them.
12. The prisoner _____ many times during the night.
13. The fog whistle _____ us.
14. You _____ me an hour too soon.
15. _____ your brother.

LESSON 53

INFLECTION OF VERBS—Continued

VOICE

In the sentence, "I see the boy," "I," the subject of the sentence, represents the agent or the *doer* of the act. In the sentence, "The boy is seen by me," "boy," the subject of the sentence, represents the *receiver* of the act. The verb "see" is said to be in the *active voice*; the verb, "is seen," in the *passive voice*.

If the form of the verb represents the subject as acting, the verb is said to be in the active voice; if the verb represents the subject as acted upon, the verb is said to be in the passive voice.

That inflection of a transitive verb which represents the subject as acting or as acted upon is called voice.

The passive voice form of the verb is obtained by using some form of the verb "be" as an auxiliary and the past participle of the principal verb; as, "I am seen," "you are seen," "he is seen."

Any form of the verb "be" used as an auxiliary and the past participle of a transitive verb used as a principal verb give the passive voice form of the verb.

The tense, mode, and number of a verb in the passive voice are shown by the form of the verb "be" that is used as an auxiliary.

If we compare the sentences, "I see the boy" and "The boy is seen by me," we shall see that in changing from the active to the passive voice, the following changes take place:

1. The verb changes to the passive form (is seen).

2. The subject "I" of the active becomes the object "me" of the preposition "by" in the passive, but it still names the agent or the doer of the act.

3. The object "boy" of the active becomes the grammatical subject "boy" in the passive, but it still names the receiver of the action expressed by the verb; and consequently, it is still the object of the verb.

The changes just given characterize what is known as the *first regular passive construction*.

Since the grammatical subject of a verb in the passive voice names the receiver of the action expressed by the verb and is, therefore, the object of the verb, it follows that only *transitive* verbs have voice.

In poetry, intransitive verbs are sometimes given passive voice form by using the present tense instead of the present perfect; as, "Winter is come" instead of "Winter has come."

To determine whether an expression having the passive voice form really is a verb in the passive voice, apply the following tests:

1. Does the subject of the verb name the receiver of the action?

2. Is the meaning expressed when the passive form is followed by the preposition "by" and the agent?

3. Is the word that seems to be the past participle of a transitive verb really an adjective used as a subjective complement?

In the sentence, "They elected him principal," "principal" is an objective complement. The corresponding passive is, "He was elected principal by them."

In changing to the passive, the verb takes the passive form (was elected); the subject "they" of the active becomes the agent "them" after "by;" the object "him" of the active becomes the grammatical subject "he" of the passive; the objective complement "principal" becomes the subjective complement.

The changes just given constitute the *second regular passive construction*.

There are certain passive constructions that do not conform to the changes just explained; but these constructions are used by good writers and good speakers and are, therefore, permissible; they are *idioms*.

In the sentence, "The teacher asked the students many questions," "students" is the indirect object and "questions" is the direct object.

Good usage permits "The students were asked many questions by the teacher." The irregularities are:

1. The subject "students" does not name the receiver of the action.

2. A verb in the passive voice has an object complement "questions."

When the indirect object of the active becomes the subject of the passive and the direct object is retained, the object is called the *retained object*.

The irregularities just given constitute the first *idiomatic passive construction*.

The sentence, "Ten miles was run in an hour," is considered correct; it is, however, an idiom.

The irregularities are:

1. The subject "miles" does not name the receiver of the action.
2. An intransitive verb is given passive voice form to which there is no corresponding active.

This construction may be called the *second idiomatic* passive construction.

The sentence, "The teacher sent for the student," has no corresponding regular passive. It does have, however, an idiomatic passive. We may say "The student was sent for." This may be called the *third idiomatic* passive construction. The irregularities are:

1. An intransitive verb is given passive voice form.
2. The passive has no corresponding active.
3. An inseparable adverb is used to give a transitive meaning to the passive form.

EXERCISE 53

Rewrite the following sentences changing the verbs to the passive voice. Do not change the tense. Explain the idiomatic passives.

1. We saw the mountains in the distance.
2. The teacher raised the American flag.
3. We told our friends of our arrival.
4. The guide knew the way across the mountains.
5. The boy broke the window.
6. James entered the house.
7. Miss Jones teaches German.
8. Miss Jones taught us German.
9. John wrote this composition.
10. William Penn founded Philadelphia.
11. The student laid the book on the desk.
12. The wind blew many trees down.
13. The students gave the teacher a present.
14. The horse drew the wagon.

15. The dog bit the cat.
16. We saw many birds this morning.
17. Time conquers all.
18. President Wilson appointed Dr. Van Dyke Minister to Holland.
19. He named his dog Trix.
20. Father gave me a new hat.
21. The child ate bread and milk.
22. We call the undue exercise of authority tyranny.
23. He told me the story of Jack and the Beanstalk.
24. They elected John president of the class.
25. We laughed at the teacher.
26. They sent for the doctor.
27. We walked twenty miles yesterday.
28. The man fell fifty feet.
29. They stand the chairs in a row against the wall.
30. The man believes everything you say.

Write the following sentences so that the intransitive verbs will be in the present perfect tense and the transitive verbs will be in the passive voice, same tense as the active

1. Mr. Smith bids fifty dollars for the table.
2. The teacher bids us good morning.
3. The leaves begin to fall.
4. The dog bites the cat.
5. The wind blows furiously.
6. John breaks the window.
7. Henry buys a pencil.
8. The cat catches a mouse.
9. I choose this book.
10. I do the work easily.
11. The child draws a picture in his book.
12. The kittens drink the milk.
13. The man drives the horse.
14. The boys eat their dinner.
15. The cold freezes the orange trees.
16. The father forsakes his child.
17. The birds fly southward.
18. He flees at the sight of the accident.
19. The apple falls from the tree.
20. He gives me a book.

21. John goes to town.
22. Flowers grow by the cottage.
23. The dog hides the bone.
24. John lends his knife to me.
25. The book lies on the table.
26. William mows the grass in the meadow.
27. The teacher rings the bell.
28. James rides the pony.
29. The horse runs away.
30. The river rises.
31. The wind shakes the trees.
32. The sun shines.
33. This man shoes my horse.
34. Mary shows me the book.
35. The vessel sinks.
36. She sings sweetly.
37. We sit with our friends.
38. Savages slay their prisoners.
39. He speaks well.
40. The tiger springs on the man.
41. The boy strikes the ball.
42. The man swears that it is true.
43. The boy swims to the shore.
44. He takes the book.
45. He throws the ball to first base.
46. The philosopher thinks much.
47. He wears a brown hat.
48. The birds awake early.
49. Silas weaves carpet.
50. He wins the prize.
51. He writes a good story.

LESSON 54

INFLECTION OF VERBS—Continued

INFINITIVES AND PARTICIPLES

We have learned that a verb which is used as the predicate of a sentence must agree with its subject in number and person. Because predicate verbs are so limited by their subjects, they are said to be *finite*.

There are two classes of words, which are forms of the verb, that do not have all the limitations of agreement of the finite forms. One class, we call the *infinitive*; the other, the *participle*.

THE INFINITIVE

The form of the verb which is not limited by its subject in number and person and names an action or state without asserting it of the subject, is called the infinitive form of the verb. The infinitive form of the verb is frequently used without a subject.

A verb has three infinitive forms; the *present* infinitive of the verb "see" is "to see;" the *perfect* infinitive, "to have seen;" and the infinitive in "ing" also called the *gerund*, "seeing." The gerund is used as a noun only.

Transitive verbs have infinitive forms in the passive voice; the present, "to be seen;" perfect "to have been seen."

The gerund has two forms in each voice, the present, and the perfect.

	<i>Present</i>	<i>Perfect</i>
Active voice	seeing	having seen
Passive voice	being seen	having been seen

In old English, "to" was used before the present infinitive with a real prepositional value, meaning "for the purpose of," "in order to;" as, "Bread is good to eat."

At the present, "to" is not a part of the infinitive; but we frequently use it as a *sign* of the infinitive to point out that the word following is an infinitive. The sign, however, is omitted so frequently that we must learn to recognize the infinitive by its *use*.

"To" is frequently omitted when the infinitive follows may, can, must, might, would, could, should, bid, feel, hear, need, dare, help, please, observe, make, see and a few other verbs; as, I may go; He might go; He dared not leave; Please read to me.

Although the infinitive may be used in the sentence as

some of the parts of speech, the infinitive is not considered a part of speech.

USES OF THE INFINITIVE

The infinitive may have the following uses of the noun:

1. As the subject of a sentence; as, *To teach lazy pupils* is a difficult task.
2. As an object complement; as, He tries *to learn*.
3. As a subjective complement; as, *To labor* is *to pray*.
4. As an objective complement; as, The teacher compelled the student *to study*.
5. As an appositive; as, The opportunity, *to attend school*, is not enjoyed by all.
- An expression used to explain a preceding noun or pronoun by giving another name for the same thing, is an appositive.
6. As the object of a preposition; as, I have no choice but *to go*.

The infinitive with the preposition "to" used as a noun, is called the infinitive phrase.

The best writers do not place an adverb between "to" and the infinitive; as, "He promised to earnestly try to do better." "He promised to try earnestly to do better" is correct.

The infinitive with its subject may be used as the subject of a sentence introduced by "for;" as, "For him to do so is not right." This use of the infinitive is really an idiom of our language.

The infinitive may be used as an adjective; as, "The attempt *to cheat* failed;" "I have a book *to sell*;" "He has work *to do*."

The infinitive may be used as an adverb.

There are two classes of adverbial infinitives; the infinitive of purpose; and the complementary infinitive.

The infinitive of purpose is equivalent to the subjunctive clause of purpose; as, "He studies *to succeed*" means "He studies that he *may succeed*."

The complementary infinitive is used as a part of the verb; as, I am compelled *to study*.

We must be particularly careful when the complementary infinitive is used with the so-called potential forms. "I can see" is equivalent to "I am able to see." "I could see" means "I was able to see." In each sentence "see" is an infinitive.

When "may" suggests mere possibility; as, I may go, (I am not sure), it is an auxiliary. When "may" expresses permission; as, "Father says I may go" (Father says I am permitted to go), it is used as a separate verb and "go" is an infinitive.

May, might, would, and should may be used as auxiliaries or as separate verbs with the complementary infinitive.

"Will" may be used as a part of the future tense of a verb or as a verb expressing determination in the present; as, "I will see" meaning "I am determined to see." Whatever mode form the verb may have, in uses similar to the ones just given, we have the complementary infinitive.

The infinitive may be used independently; as, "*To tell* the truth, John does not study."

The verb nature of the infinitive is seen in its derivation (it is a form of the verb) and in the fact, that it may be modified by any adverb; as, "To study *diligently* is necessary for success." The verb nature is also seen in the fact, that the infinitive form of a transitive verb takes an object complement; as, "To study *Greek* is difficult." The noun, adjective, and adverb nature of the infinitive is seen in its use.

EXERCISE 54

In the following sentences, name and classify the infinitives and tell how each is used.

1. Mother gave us a book to read.
2. I should like to ride the horse.
3. We have plenty of coal to burn.
4. The girl tried to sing.

5. To see is to believe.
6. To tell the truth, he is lazy.
7. The sign, boats to let, was blown down.
8. The farmer has hay to sell.
9. Give me a picture to admire.
10. The apples are hard to sell.
11. He appears to be ill.
12. Try to succeed.
13. He is ready to run.
14. I hope to hear from you.
15. They were delighted to see me.
16. The judge began to charge the jury.
17. We could not hear you talk.
18. I cannot make the top spin.
19. I dare do it.
20. Let him go.
21. Both horses seemed to fall at the same time.
22. Bid him take the money.
23. I felt something touch me.
24. Let him die.
25. You must study diligently to succeed.
26. Let him go.
27. You must go to-day.
28. Help me lift this box.
29. I felt the branch touch my cheek.
30. Tell her to come to class.
31. I like to watch the birds.
32. We heard you sing.
33. We saw the men pass down the street.
34. He sprang to defend the child.
35. She believes him to be the thief.
36. It is not easy to understand this.
37. Once to every man and nation comes the moment to decide.
38. I tried to reach the station on time.
39. Mary began to sing a song.
40. We have plenty of coal to burn.
41. Father gave us a book to read.
42. Mr. Smith has a house to sell.
43. I am grieved to see this.
44. I am ready to go.
45. This is easy to do.

46. We came to see you.
47. I should like a book to read.
48. You ought to be careful.
49. John should be careful.
50. I enjoy reading this book.
51. Walking in the open air is healthful exercise.
52. We spend much money in building ships.
53. Seeing is not always believing.
54. We enjoy travelling by rail.
55. Reading good books promotes knowledge.
56. Running a locomotive is dangerous work.
57. Avoid eating too fast.
58. We grow tired of doing nothing.
59. Young persons are corrupted by reading bad books.
60. Walking rapidly is good exercise.

LESSON 55

INFLECTION OF VERBS—Continued

USES OF THE PRESENT AND THE PERFECT INFINITIVES

Care should be had in using the present and the perfect infinitive. The *present* infinitive should be used to denote action which is *incomplete* at the time denoted by the principal verb; as, "I hope to see him." The *perfect* infinitive should be used to denote action which is *completed* at the time denoted by the principal verb; as, "I am glad to have seen him."

The verb "ought" and the verbs "must," "need," and "should," when used in the sense of "ought," have no change of form to denote past time. We denote present time with these verbs by using the *present* infinitive; as, "You ought to study." Past time is denoted by using the *perfect* infinitive; as, "He ought to have studied." We have a similar use of the present and the past infinitive after "could" and "might" in some of their meanings; as, "I could study." "I could have studied."

PUNCTUATION.—The infinitive phrase, when used independently, when used as an appositive, or when out of its natural

position, should be marked off by the comma; as, "To speak plainly, I do not believe you;" "The task, to teach diligent students, is delightful."

EXERCISE 55

In each of the following sentences, use either the present or the perfect infinitive, and explain why.

1. He feels himself (to be, to have been) in the way.
2. I should like (to go, to have gone) yesterday.
3. I should have liked (to go, to have gone) yesterday.
4. I intended (to go, to have gone) yesterday.
5. I meant (to write, to have written) yesterday.
6. He was supposed (to build, to have built) the house.
7. Your father is pleased (to hear, to have heard) of your success.
8. Will you be willing (to go, to have gone)?
9. Would he have been willing (to go, to have gone)?
10. It was your duty (to prevent, to have prevented) this.
11. It would have been impossible (to escape, to have escaped) the punishment.
12. It was more difficult than I thought it would (be, have been).
13. When I reached home, I intended (to lie, to have lain) down.
14. He did no more than it was his duty (to do, to have done).
15. He expected (to meet, to have met) you to-morrow.
16. We expected (to win, to have won) the game.
17. It would have pleased me (to see, to have seen) you.
18. It would have been wiser (to go, to have gone).
19. I should like (to have heard, to hear) from you.
20. The house was (to be, to have been) sold.

Write at least five sentences illustrating each of the different uses of the infinitive in the sentence.

LESSON 56

INFLECTION OF VERBS—Continued

THE PARTICIPLE

The form of the verb which is used as an adjective is called the *participle*; as, *Working* all day, I finished in time.

Every verb has three participles; the *present* participle of the verb "see" is, "seeing;" the *past* participle, "seen;" the *perfect* participle "having seen."

Transitive verbs have participles in the passive voice also; the present "being seen;" the past, "seen;" the perfect, "having been seen."

As the definition suggests, the uses of the participle in the sentence are limited to those of the adjective: These uses are as follows:

1. Subjective complement; as, We sat *watching* the game.
2. Objective complement; as, We saw the horse *running* away.
3. Common use of the adjective; as, *Having worked* so hard, he is entitled to a vacation.

A participle with its assumed subject used independently is called the *nominative absolute* construction; as, *The child being ill*, they sent for the doctor.

The assumed subject is that about which an infinitive or a participle assumes its action, being or condition.

The participle may also be used independently without its assumed subject; as, *considering* his advantages, he is well educated.

To distinguish this construction from the nominative absolute, we call it the *independent participial phrase*.

The participle may be used as an adjective more loosely attached to the noun than ordinarily; as, The enemy, *beaten*, fled.

We see the verb nature of the participle in its derivation and in the fact, that it may be modified with an adverb; as,

Running *rapidly* down the steps, the child fell. The adjective nature of the participle is seen in its uses.

PUNCTUATION.—When the participle is used independently or when it is used as an adjective modifier, the participle with the words belonging to it, should be set off by the comma unless restrictive in meaning; as, "The man being ill, they sent for the doctor;" "The spinal cord, proceeding from the brain, extends downward through the back bone."

EXERCISE 56

In the following sentences, name and classify the participles and tell how each is used.

1. Having told the story, Mr. Jones departed.
2. He saw a dog eating a bone.
3. He kept us waiting an hour.
4. Having failed to prove his innocence, he was sent to jail.
5. My health permitting, I shall go.
6. Vessels carrying lumber are constantly arriving.
7. Lifting the injured man, John carried him into the house.
8. The gun being fired, they ran away.
9. Happiness, shared, is perfect.
10. The fleet, shattered and disabled, returned to Spain.
11. Our boats being lost, we were in danger of drowning.
12. Edward dying without heirs, Harold was crowned.
13. Attempting to cross the street, the boy was hurt.
14. The sky being overcast, the fishing was excellent.
15. The philosopher sat buried in thought.
16. We saw the train moving away.
17. The workman, spent with fatigue, fell into a deep sleep.
18. Driven by the gale, the vessel was dashed against the rocks.
19. Having led his soldiers over the Alps, Hannibal entered Italy.
20. I saw the man entering the house.
21. I saw the flowers dancing in the breeze.
22. Standing in the doorway, we saw the parade.
23. War having been declared, the fleet departed.
24. The book, having been found, was given to the owner.
25. Having seen the play, we returned home.
26. Having mended the machine, we drove on.
27. The machine having been mended, we drove on.

28. Their captain dying, the soldiers dispersed.
29. Their captain being killed, the soldiers dispersed.
30. This work having been done, the men went home.
31. The child having died, the doctor went home.
32. Having finished my lesson, I shall go with you.
33. Dropping the bone, the dog ran home.
34. The rope tripping the man, he fell.
35. I saw him being hurt.

Write at least five sentences, illustrating each of the different uses of the participle in the sentence.

LESSON 57

INFLECTION OF VERBS—Continued

VERBAL NOUNS

There are three classes of words formed from verbs by the suffixing of “ing.”

1. The participle. In the sentence, “We found John studying English,” “studying” is used as an adjective; but it has the verb nature in its derivation and in its being followed with a direct object *English*. “Studying” is a *participle*.

2. The gerund. In the sentence, “Studying English increases one’s chances for promotion,” “studying” is used as a noun; it also partakes of the nature of a verb in derivation and in being followed with a direct object *English*. “Studying” is a *gerund*, or the infinitive in “ing.”

A noun or a pronoun used before a gerund to denote the subject of the action should be in the *possessive* case; as, “John’s studying English pleased his father.”

3. The abstract verbal noun. In the sentence, “A diligent studying of the classics improves one’s style,” “studying” is a noun; but it has no verbal character. “Studying” is modified by an adjective, and is followed by a prepositional phrase instead of by a direct object. Studying is an abstract verbal noun.

If the word ending in "ing" is modified by some adjective (generally *the*), it is an abstract verbal noun and cannot have a direct object. If the abstract verbal noun is followed by a prepositional phrase introduced by "of," it should be modified by some adjective.

An abstract verbal noun may be preceded by a noun or a pronoun in the possessive case; as, "John's diligent studying of the classics improved his style."

EXERCISE 57

Tell which form in each of the following sentences is correct and give the reason.

1. Pardon (my, me) asking if you like the book.
2. The (king, king's) persisting in such plans was the height of folly.
3. (You, your) coming to our house is always a pleasure.
4. (My, me) speaking to the boy pleased his father.
5. (Him, his) going back so soon was a mistake.
6. Trust to (us, our) being on time.
7. We saw the (man, man's) riding the horse.
8. We saw the (woman, woman's) sitting alone.
9. There is no doubt of (his, him) being guilty.
10. We found (him, his) studying his lesson.
11. (Him, his) getting a position is doubtful.
12. (Him, his) playing ball attracted much attention.
13. We did not know of (his, him) going away.
14. The (robber, robber's) breaking into the house woke me.
15. (You, your) writing the letter was appreciated.
16. (Him, his), being elected caused great excitement.
17. (Him, his) being ill caused the delay.
18. We remember (you, your) being here last year.
19. There is no doubt of (him, his) being an able man.
20. The trouble ended with the (student, student's) being expelled.
21. His parents are opposed to (him, his) going with us.
22. The (man, man's) winning the race is my brother.
23. The (man, man's) winning the race delighted me.
24. (We, our) missing the train was caused by you.
25. (You, your) being so young was the cause of (you, your) not being appointed.

LESSON 58

INFLECTION OF VERBS—Continued

CONJUGATION OF THE VERB "BE"

INDICATIVE MODE

Principal parts: Pres., be or am; Past, was; Perf. Part., been.

Present Tense	
<i>Singular</i>	<i>Plural</i>
I am	We are
You are	You are
He is	They are
Past Tense	
I was	We were
You were	You were
He was	They were
Future Tense (Indicating futurity)	
I shall be	We shall be
You will be	You will be
He will be	They will be
Future Tense (Indicating promise, determination, etc.)	
I will be	We will be
You shall be	You shall be
He shall be	They shall be
Present Perfect Tense	
I have been	We have been
You have been	You have been
He has been	They have been

Past Perfect Tense

<i>Singular</i>	<i>Plural</i>
I had been	We had been
You had been	You had been
He had been	They had been

Future Perfect Tense

I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

SUBJUNCTIVE MODE

Present Tense

If, though, etc., I be	If, though, etc., we be
If, though, etc., you be	If, though, etc., you be
If, though, etc., he be	If, though, etc., they be

Past Tense

If, though, etc., I were	If, though, etc., we were
If, though, etc., you were	If, though, etc., you were
If, though, etc., he were	If, though, etc., they were

Future Tense

If, though, etc., I should be	If, though, etc., we should be
If, though, etc., you should be	If, though, etc., you should be
If, though, etc., he should be	If, though, etc., they should be

Present Perfect Tense

If, though, etc., I have been	If, though, etc., we have been
If, though, etc., you have been	If, though, etc., you have been
If, though, etc., he have been	If, though, etc., they have been

Past Perfect Tense

<i>Singular</i>	<i>Plural</i>
If, though, etc., I had been	If, though, etc., we had been
If, though, etc., you had been	If, though, etc., you had been
If, though, etc., he had been	If, though, etc., they had been

Future Perfect Tense

If, though, etc., I should have been	If, though, etc., we should have been
If, though, etc., you should have been	If, though, etc., you should have been
If, though, etc., he should have been	If, though, etc., they should have been

IMPERATIVE MODE

Thou or you be

Infinitives

Present	Perfect
To be	To have been
Being	Having been

Participles

Present	Past	Perfect
Being	Been	Having been

CONJUGATION OF THE VERB "SEE"

Active Voice

INDICATIVE MODE

Present Tense

<i>Singular</i>	<i>Plural</i>
I see	We see
You see	You see
He sees	They see

Past Tense

<i>Singular</i>	<i>Plural</i>
I saw	We saw
You saw	You saw
He saw	They saw

Future Tense
(Indicating futurity)

I shall see	We shall see
You will see	You will see
He will see	They will see

Future Tense
(Indicating promise, determination, etc.)

I will see	We will see
You shall see	You shall see
He shall see	They shall see

Present Perfect Tense

I have seen	We have seen
You have seen	You have seen
He has seen	They have seen

Past Perfect Tense

I had seen	We had seen
You had seen	You had seen
He had seen	They had seen

Future Perfect Tense

I shall have seen	We shall have seen
You will have seen	You will have seen
He will have seen	They will have seen

SUBJUNCTIVE MODE

Present Tense

Singular

If, though, etc., I see
 If, though, etc., you see
 If, though, etc., he see

Plural

If, though, etc., we see
 If, though, etc., you see
 If, though, etc., they see

Past Tense

If, though, etc., I saw
 If, though, etc., you saw
 If, though, etc., he saw

If, though, etc., we saw
 If, though, etc., you saw
 If, though, etc., they saw

Future Tense

If, though, etc., I should see
 If, though, etc. you should
 see
 If, though, etc., he should
 see

If, though, etc., we should
 see
 If, though, etc., you should
 see
 If, though, etc., they
 should see

Present Perfect Tense

If, though, etc., I have seen
 If, though, etc., you have
 seen
 If, though, etc., he have
 seen

If, though, etc., we have
 seen
 If, though, etc., you have
 seen
 If, though, etc., they have
 seen

Past Perfect Tense

If, though, etc., I had seen
 If, though, etc., you had
 seen
 If, though, etc., he had seen

If, though, etc., we had
 seen
 If, though, etc., you had
 seen
 If, though, etc., they had
 seen

Future Perfect Tense

<i>Singular</i>	<i>Plural</i>
If, though, etc., I should have seen	If, though, etc., we should have seen
If, though, etc., you should have seen	If, though, etc., you should have seen
If, though, etc., he should have seen	If, though, etc., they should have seen

IMPERATIVE MODE

Thou or you see

Infinitives

Present	Perfect
To see	To have seen
Seeing	Having seen

Participles

Present	Past	Perfect
Seeing	Seen	Having seen

CONJUGATION OF THE VERB "SEE"

Passive Voice

INDICATIVE MODE

Principal parts: Pres., see; Past, saw; Perf. Part., seen.

Present Tense

<i>Singular</i>	<i>Plural</i>
I am seen	We are seen
You are seen	You are seen
He is seen	They are seen

Past Tense

Singular

I was seen
You were seen
He was seen

Plural

We were seen
You were seen
They were seen

Future Tense

(Indicating futurity)

I shall be seen
You will be seen
He will be seen

We shall be seen
You will be seen
They will be seen

Future Tense

(Indicating promise, determination, etc.)

I will be seen
You shall be seen
He shall be seen

We will be seen
You shall be seen
They shall be seen

Present Perfect Tense

I have been seen
You have been seen
He has been seen

We have been seen
You have been seen
They have been seen

Past Perfect Tense

I had been seen
You had been seen
He had been seen

We had been seen
You had been seen
They had been seen

Future Perfect Tense

I shall have been seen
You will have been seen
He will have been seen

We shall have been seen
You will have been seen
They will have been seen

(Indicating promise, determination, etc.)

SUBJUNCTIVE MODE

Present Tense

Singular

If I be seen
If you be seen
If he be seen

Plural

If we be seen
If you be seen
If they be seen

Past Tense

If I were seen
If you were seen
If he were seen

If we were seen
If you were seen
If they were seen

Future Tense

If I should be seen
If you should be seen
If he should be seen

If we should be seen
If you should be seen
If they should be seen

Present Perfect Tense

If I have been seen
If you have been seen
If he have been seen

If we have been seen
If you have been seen
If they have been seen

Past Perfect Tense

If I had been seen
If you had been seen
If he had been seen

If we had been seen
If you had been seen
If they had been seen

Future Perfect Tense

If I should have been seen
If you should have been seen
If he should have been seen

If we should have been seen
If you should have been seen
If they should have been
seen

IMPERATIVE MODE

Thou or you be seen

Infinitives

Present		Perfect
To be seen		To have been seen
Being seen		Having been seen

Participles

Present	Past	Perfect
Being seen	Seen	Having been seen

THE PROGRESSIVE CONJUGATION

The verb forms that imply the continuance of the action are said to be in the progressive conjugation.

The progressive form of the verb is obtained by using some form of the verb "be," as an auxiliary, followed by the present participle of the principal verb; as, "I am studying."

INDICATIVE MODE

Present Tense

<i>Singular</i>	<i>Plural</i>
I am seeing	We are seeing
You are seeing	You are seeing
He is seeing	They are seeing

Past Tense

I was seeing	We were seeing
You were seeing	You were seeing
He was seeing	They were seeing

Future Tense

(Indicating futurity)

I shall be seeing	We shall be seeing
You will be seeing	You will be seeing
He will be seeing	They will be seeing

Future Tense

(Indicating promise, determination, etc.)

Singular

I will be seeing
 You shall be seeing
 He shall be seeing

Plural

We will be seeing
 You shall be seeing
 They shall be seeing

Present Perfect Tense

I have been seeing
 You have been seeing
 He has been seeing

We have been seeing
 You have been seeing
 They have been seeing

Past Perfect Tense

I had been seeing
 You had been seeing
 He had been seeing

We had been seeing
 You had been seeing
 They had been seeing

Future Perfect Tense

I shall have been seeing
 You will have been seeing
 He will have been seeing

We shall have been seeing
 You will have been seeing
 They will have been seeing

SUBJUNCTIVE MODE

Present Tense

If, though, etc., I be seeing
 If, though, etc., you be
 seeing
 If, though, etc., he be
 seeing

If, though, etc., we be
 seeing
 If, though, etc., you be
 seeing
 If, though, etc., they be
 seeing

Past Tense

Singular

If, though, etc., I were
seeing

If, though, etc., you were
seeing .

If, though, etc., he were
seeing

Plural

If, though, etc., we were
seeing

If, though, etc., you were
seeing

If, though, etc., they were
seeing

Future Tense

If, though, etc., I should be
seeing

If, though, etc., you should be
seeing

If, though, etc., he should be
seeing

If, though, etc., we should be
seeing

If, though, etc., you should
be seeing

If, though, etc., they should
be seeing

Present Perfect Tense

If, though, etc., I have been
seeing

If, though, etc., you have
been seeing

If, though, etc., he have
been seeing

If, though, etc., we have been
seeing

If, though, etc., you have
been seeing

If, though, etc., they have
been seeing

Past Perfect Tense

If, though, etc., I had been
seeing

If, though, etc., you had
been seeing

If, though, etc., he had been
seeing

If, though, etc., we had
been seeing

If, though, etc., you had
been seeing

If, though, etc., they had
been seeing

Future Perfect Tense

<i>Singular</i>	<i>Plural</i>
If, though, etc., I should have been seeing	If, though, etc., we should have been seeing
If, though, etc., you should have been seeing	If, though, etc., you should have been seeing
If, though, etc., he should have been seeing	If, though, etc., they should have been seeing

THE PROGRESSIVE PASSIVE CONJUGATION

The progressive passive is obtained by using the progressive forms of the verb "be" followed by the past participle of the principal verb; as,

Present Tense	
<i>Singular</i>	<i>Plural</i>
I am being seen	We are being seen
You are being seen	You are being seen
He is being seen	They are being seen

EMPHATIC FORMS

"Do" and "did" are sometimes used to express emphasis; as, "I do study," "I did study."

INTERROGATIVE FORMS

In asking questions, the subject of the verb is placed after the first auxiliary; as, "Will you study?"

In the indicative mode, the emphatic forms are generally used in the present and past tenses in asking questions; as, "Did he study?"

EXERCISE 58.

A sufficient drill on the conjugations of verbs should be given to assure the teacher that the student is entirely familiar with the conjugations given in Lesson 58.

1. Give complete conjugation of the verb *study*.
2. Conjugate the verb *know* in the indicative mode, passive voice.
3. Conjugate the verb *run* in the progressive conjugation, active voice.

LESSON 59

INFLECTION OF VERBS—Continued

THE NOMINATIVE AND THE OBJECTIVE CASES

We should be very careful to use the nominative and the objective forms of pronouns correctly.

Study carefully the following:

1. *Subjects of finite verbs* and words used in the *nominative absolute construction*, should have the *nominative form*; as, “*He is ill*,” “*He being ill*, they sent for the doctor.”

2. *Objects of verbs and prepositions*, and the *subjects of infinitives*, should have the *objective form*; as, “*We saw him*,” “*Give the book to me*,” “*We thought him to be the man*.”

3. Words in *apposition* are in the *same case*; as, “*It was the king, he who was beheaded*,” “*I saw John, him whom you know*.”

4. A word that follows any form of the verb “be” is in the *same case* as the subject of the verb; as, “*It was he*,” “*I know it to be him*” (him agrees with it, the subject of the infinitive form of the verb), “*The man is thought to be he*,” (when the infinitive does not have a subject of its own, the word following it agrees with the subject of the finite verb).

The compound personal pronouns have but two legitimate uses in the sentence. They may be used for *emphasis*; as, “*He himself did the work*,” they may be used *reflexively*; as, “*He hurt himself*.”

A pronoun is said to be used *reflexively* when it is the object of the verb and names the same person that is named by the subject.

In the sentence, "He was beside *himself*," we have an idiomatic use of the personal pronoun.

EXERCISE 59

Write the number of, and the correct word for, each of the following sentences.

I, ME, MYSELF

1. Nothing must come between you and _____.
2. May Mary and _____ go?
3. It could not have been _____.
4. Did you think it was _____?
5. Is she taller than _____?
6. He and _____ are going home.
7. They saw John and _____ at the game.
8. John and _____ walked to school together.
9. The walk gave pleasure to both John and _____.
10. This composition was written by _____.
11. May Henry and _____ go to the concert?
12. Let Henry and _____ go to the concert.
13. It was _____ whom you saw.
14. If you were _____, would you go?
15. Was it _____ whom you saw?
16. You study more diligently than _____.
17. All have gone except you and _____.
18. He said that you and _____ should come to see him.
19. He shook hands with the delegates _____ among the rest.
20. Father gave sister and _____ tickets.
21. She is a better student than _____.
22. You can do that as well as _____.
23. Father punished brother and _____.
24. Get a book for James and _____.
25. You are older than either William or _____.
26. She invited John and _____.
27. James and _____ are in the same class.
28. The teacher told you and _____ to bring books.
29. This is between you and _____.
30. The tickets are for you and _____.
31. I _____ did the work.
32. I hurt _____.

WE, US, OURSELVES

1. No one expected _____ to win the game.
2. _____ girls are happy.
3. He would not believe _____ boys.
4. They and _____ are going to the game.
5. They are better players than _____ because they practice more.
6. He was disappointed as well as _____.
7. The teacher punished him as well as _____.
8. It was _____ whom you saw.
9. _____ should do our duty at all times.
10. It may have been _____ whom he wanted.
11. He knew that it was _____.
12. He knew it to be _____.
13. Father and _____ will go with you.
14. He will not let _____ sit together.
15. Give the candy to _____ girls.
16. Will you give that to _____?
17. Did you see _____ at the theatre?
18. Were you talking to _____?
19. They did as well as _____.
20. We _____ can do that.
21. We injured _____ on the journey.
22. The Germans are better plodders than _____.
23. It couldn't have been _____.
24. Is it _____ you wish to see?
25. It was _____ who called to see you.

SHE, HER, HERSELF

1. Is that _____?
2. Yes, that is _____.
3. If I were _____, I would attend school.
4. I know that it was _____.
5. I knew it to be _____.
6. _____ and I are going.
7. He plays the piano as well as _____.
8. It might have been _____.
9. Give the flowers to _____ and me.
10. Mary blamed _____ for the accident.
11. Girls like _____ always succeed.

12. You are as tall as _____.
13. This is for you and _____.
14. John and _____ are in the play.
15. You are as old as _____.
16. It was _____ who was hurt in the accident.
17. _____ and the children have gone to the park.
18. This letter is from _____.
19. We did not expect _____ this evening.
20. You should not criticize _____ so severely.

HE, HIM, HIMSELF

1. Let _____ and me do the work.
2. I can write as well as _____.
3. It is not _____ whom I met.
4. _____ and his brother are coming to-morrow.
5. I think _____ is the man.
6. I believe _____ to be the man.
7. It cannot be _____.
8. _____ and I are classmates.
9. All had gone except _____.
10. They wrote to both _____ and me.
11. He _____ was ignorant of the disaster.
12. _____ has no one but _____ to blame.
13. We think _____ will be elected.
14. We know the man to have been _____.
15. His mother writes to _____ every week.
16. Where is _____ employed.
17. There is an agreement between _____ and his employers.
18. My friend and _____ are in business together.
19. The police are searching for _____.
20. They have found _____.

THEY, THEM, THEMSELVES

1. _____ and their friends have gone fishing.
2. We shall soon be with _____.
3. _____, as well as we, will be glad.
4. I have known _____ for a long time.
5. I know _____ to be honest.
6. I think _____ are honest.
7. It was _____ who were embarrassed.
8. _____ that do wrong should be punished.

9. _____ that do wrong we must punish.
10. It will not be easy for _____ to change their manner of living.
11. _____ who are honest will be rewarded.
12. _____ and their teacher took a holiday.
13. The teacher gave _____ some good advice.
14. _____ should be ashamed of _____.
15. The boys you speak of could not have been _____.

WHO, WHOM, WHOEVER, WHOMEVER

1. How can we tell _____ is honest?
2. How can we tell _____ to trust?
3. _____ did you call on?
4. _____ do you think will go?
5. _____ do you think they will take?
6. Give the book to _____ does the best work.
7. _____ do you think I saw?
8. A man _____ they say is poor was injured.
9. That is for _____?
10. I do not know _____ you mean.
11. He takes after _____?
12. We do not know _____ it could have been.
13. _____ he selects we shall be satisfied.
14. Do you know _____ took the money?
15. To _____ did he refer?
16. _____ do you think he looks like?
17. Do you know _____ will be elected?
18. _____ shall we elect?
19. For _____ did he vote?
20. To _____ should the letter be sent?
21. _____ did he recommend?
22. _____ are the applicants?
23. _____ was appointed?
24. This is my friend _____ I want you to meet.
25. He has two brothers, with one of _____ I am acquainted.
26. You have some friends _____ I know.
27. _____ do you think was present?
28. _____ should I meet but my old friend.
29. I refer to my old friend of _____ I often speak.
30. _____ did he choose?
31. We will refer it to _____ you may choose.

32. _____ the Court favors is safe.
 33. _____ did you suppose it to be?
 34. _____ did you suppose it was?
 35. He is a man _____ I respect.
 36. The child _____ I know loves animals.
 37. I know a man _____ I think will do the work.
 38. We like those persons _____ we find interested in us.
 39. _____ do men say that I am.
 40. James is a boy _____ I believe will succeed.
 41. That is the man _____ I was speaking about.
 42. _____ have we here?
 43. All _____ knew her spoke highly of her.
 44. This is our friend _____ we saw in New York.
 45. _____ is that man?

LESSON 60

INFLECTION OF ADJECTIVES

NUMBER

Any adjective denoting number should agree in number with the noun it modifies; as, "He ordered six barrels of sugar" not "He ordered six barrel of sugar."

"A" and "an" are used with singular nouns only.

A plural adjective is sometimes used with a singular noun to form a compound word; as, "A three-foot stick."

"This" and "that" have the plurals "these" and "those." "These" and "those" are frequently misused.

Incorrect: I do not like those kind of pens.

Correct: I do not like that kind of pens.

COMPARISON OF ADJECTIVES

Adjectives change their form (have an inflection) to denote different degrees of quality, quantity, or number.

The inflection of the adjective to denote different degrees of quality, quantity, or number is called comparison.

The form of the adjective that simply names the quality,

quantity, or number is called the *positive* degree; as, "The man is *strong*."

That form of the adjective which denotes that, of two things, one has a certain quality in a higher degree than the other, is called the *comparative* degree; as, "The man is *stronger* than I."

The form of the adjective which denotes that, of more than two things, one has a certain quality in a greater degree than the others, is called the *superlative* degree of the adjective; as, "This man is the *strongest* of the three."

HOW THE DEGREES ARE FORMED

To form the comparative of adjectives of one syllable, we suffix "er" to the positive; as, stronger.

To form the superlative of adjectives of one syllable, we suffix "est" to the positive; as, strongest.

To adjectives of two syllables, we suffix "er" and "est," when the words thus formed are euphonious and easily pronounced; as, merry, merrier, merriest; but not awful, awfuler, awfulest.

When the word formed by using "er" and "est" is not euphonious, we use the adverbs "more" and "most;" as, more awful, most awful.

When the adjective ends in "e," the "e" is dropped before the ending is suffixed; as, wise, wiser, wisest.

When the adjective ends in "y" preceded by a consonant, the "y" is changed to "i" before the ending is suffixed; as, merry, merrier, merriest.

Most adjectives ending in a single consonant preceded by a single short vowel, double the final vowel before the ending is suffixed; as, sad, sadder, saddest.

To form the comparative and superlative of adjectives of more than two syllables, we use the adverbs more and most; as, beautiful, more beautiful, most beautiful.

(Strictly speaking this use of "more" and "most" is not an inflection.)

We may express a decreasing degree of the quality by using less and least instead of more and most; as, beautiful, less beautiful, least beautiful.

There are adjectives which express qualities that do not exist in different degrees; as, perfect, straight, round, square, golden, annual; such adjectives do not admit of comparison.

Some adjectives, however, that do not admit of comparison are made to express different degrees of comparison, by being modified by adverbs which are compared; as, more nearly perfect, most nearly perfect.

Some adjectives are irregular in comparison; they form their degrees of comparison by the use of different words.

Study the following:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
bad		
evil	worse	worst
ill		
far	farther	farthest
fore	former	{ foremost first
good		
well	better	best
hind	hinder	{ hindermost hindmost
late	{ later latter	{ latest last
little	less	least
many		
much	more	most
nigh	nigher	{ highest next

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
old	{ older elder	{ oldest eldest
top		topmost
under		undermost

In the following adjectives the positive form is an adverb:

(aft)	after	aftermost
(forth)	further	{ furthest furthermost
(in)	inner	{ inmost innermost
(out)	{ outer utter	{ outmost uttermost utmost
(up)	upper	{ uppermost upmost

EXERCISE 60

Compare such of the following adjectives as admit of comparison and explain the method of formation.

rich	calm	weary
this	distant	next
dead	slender	little
honorable	shallow	skilful
friendly	fragrant	circular
careful	cheerful	after
strict	agreeable	under
large	independent	inner
daily	wonderful	top
great	harmless	Roman
open	glossy	costly
happy	systematic	bad
giddy	near	thoughtless
sweet	general	busy
empty	excited	elder
clean	square	ill

wrong	vertical	melancholy
white	endless	many
perfect	last	glorious
disgusting	full	sudden
merry	extreme	African
clear	black	natural
brazen	farther	clean

LESSON 61

INFLECTION OF ADJECTIVES—Continued

THE USES OF THE COMPARATIVE AND THE SUPERLATIVE

Any sentence that expresses a comparison may be divided into two parts: One part names the thing we are comparing with something else and is called the *first term* of comparison; the other part names the something with which we compare the thing named in the first term and is called the *second term* of comparison; as, *John* (first term) is taller than *any other boy I know* (second term).

If the adjective is in the comparative degree, the second term *should not include*, in its meaning, the first term; as, "John is taller than any other boy I know."

If we say, "John is stronger than any man I ever saw," we say that John is stronger than John, which is absurd. "John is stronger than any other man I ever saw" is correct.

When "than" accompanies the comparative, the words, "any" and "all," should be followed by "other."

If the adjective is in the superlative degree, the second term *should include*, in its meaning, the first term; as, "John is the tallest of all the boys I know."

Objects belonging to classes entirely dissimilar should not be compared; as, "There is *no occupation* more honorable than a *farmer*." In the sentence just given, we compare an occupation and a man. "There is no occupation more honorable than *that* of a *farmer*," is correct.

When two things or two sets of things are compared, the comparative degree of the adjective should be used.

Double comparatives and superlatives should not be used; as, "A more healthier location cannot be found," "We took the most pleasantest route."

EXERCISE 61

Correct the errors in the following sentences, and give your reasons.

1. It has the largest circulation of any daily paper in the state.
2. This lesson is, of all others, the most important.
3. This book is, of all others, the one I like best.
4. This hat of mine I like better than any hat I have.
5. He of all other men ought to be the last to stop work.
6. Solomon was wiser than all men.
7. John has the best disposition of any boy I know.
8. New York is wealthier than any city in the United States.
9. New York is the wealthiest of any city in the United States.
10. Texas is larger than any state in the Union.
11. He was the wisest of all his brothers.
12. Washington was greater than any American statesman.
13. No American statesman was so great as Washington.
14. James was the tallest of his playmates.
15. This color is more preferable.
16. Washington is more beloved than any man that ever lived.
17. He was the most active of his companions.
18. This belief is becoming more universal.
19. He was of all others the most honorable.
20. John is the brightest of all his classmates.
21. Nothing pleases me so much as good fishing.
22. The most principal thing was overlooked.
23. This line is straighter than that one.
24. Grant was the most distinguished of any of his generals.
25. Grant was more distinguished than any of his other generals.
26. Which was the greatest man, Washington or Lincoln?
27. London is the largest of the two cities.
28. Shakespeare is greater than any dramatist that ever lived.
29. This is more prettier than that.

30. Who is the strongest, you or I?
31. This result, of all others, is most to be dreaded.
32. Solomon was wiser than any of the ancient kings.
33. Which of these two books is the best?
34. Draw that line straighter.
35. All the metals are less useful than iron.
36. These kind of persons are never satisfied.
37. The room is twenty foot square.
38. The farmer exchanged five barrel of potatoes for fifty pound of sugar.
39. These sort of expressions should be avoided.
40. We were traveling at the rate of forty mile an hour.
41. Remove this ashes and put away that tongs.
42. I like those kind of peaches.
43. I dislike these sort of apples.
44. Why should we be annoyed by these sort of men?
45. I admire those sort of people.

LESSON 62

INFLECTION OF ADVERBS

Some adverbs, like adjectives, can be compared. Some adverbs are compared by suffixing the endings “er” and “est;” as, soon, sooner, soonest; most adverbs, however, are compared by using with them “more” and “most;” as, slowly, more slowly, most slowly.

The following adverbs are irregular in their comparison.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
badly	worse	worst
far	farther	farthest
forth	further	furthest
ill	worse	worst
little	less	least
much	more	most
nigh	nigher	nighest, next
well	better	best

EXERCISE 62

Compare such of the following adverbs as admit of comparison:

soon	far	brightly
little	here	eagerly
never	often	especially
merrily	badly	directly
whenever	exactly	fully
seldom	last	frequently
worst	loud	sweetly
hard	early	nearly
long	really	comfortably

LESSON 63

DIFFERENT USES OF SOME OF THE PARTS OF SPEECH

NOUNS

Nouns may be used in the following constructions:

1. As subject of a verb.

EXAMPLE.—*Ivanhoe* is one of my favorite books.

2. As subjective complement.

EXAMPLE.—Washington was a punctual *man*.

3. As object complement.

EXAMPLE.—They saw the *president*.

4. As objective complement.

EXAMPLE.—They elected Smith *captain*.

5. Independently.

EXAMPLE.—*John*, where is your book?

6. As the principal term in a prepositional phrase.

EXAMPLE.—The boy fell into the *water*.

7. As an appositive.

EXAMPLE.—*John*, the *blacksmith*, was injured.

Appositives with the words belonging to them are set off by the comma, unless (1) they are pronouns, or (2) essential modifiers not compound.

EXAMPLE.—*I myself* did the work (pronoun).

His brother *James* has arrived (essential modifier).

8. As an adverbial modifier.

EXAMPLE.—He went *home*.

9. As an indirect object.

EXAMPLE.—Congress gave *Captain Scott* a medal.

10. As a possessive.

EXAMPLE.—*John's* arm was broken.

PRONOUNS

Pronouns may have the following uses:

1. As subject of a verb.

EXAMPLE.—*He* has gone home.

2. As subjective complement.

EXAMPLE.—It was *he*.

3. As object complement.

EXAMPLE.—We saw *him*.

4. As the principal term in a prepositional phrase.

EXAMPLE.—We gave the book to *him*.

5. As an appositive.

EXAMPLE.—It was Joseph, *he* whom Pharaoh made prime-minister.

6. As an indirect object.

EXAMPLE.—They gave *him* a knife.

7. As a possessive.

EXAMPLE.—*His* hat is lost.

ADVERBS

Adverbs may modify:

1. Verbs; as, He ran *rapidly*.

2. Participles; as, Turning the corner *suddenly*, we came upon a group of children.

3. Infinitives; as, To act *honorably* was his desire.
4. Adjectives; as, She was *exceedingly* kind.
5. Adverbs; as, John studied *very* diligently.
6. Preposition; as, The barn stands *just* behind the house.
7. Phrases; as, The man was *almost* out of sight.
8. Clauses; as, He does *exactly* as he pleases.
9. Conjunctions; as, He goes, *just* because he must.

EXERCISE 63

Write at least two original sentences, illustrating each of the uses of the noun, pronoun and adverb.

LESSON 64

DEPENDENT CLAUSES

THE NOUN CLAUSE

A clause that is used as a noun, is a noun clause.

A noun clause may be used in the following different ways:

1. As subject.

That we should study diligently is not disputed.

2. As object complement.

We believe *that we should study diligently*.

3. As subjective complement.

Our belief is, *that we should study diligently*.

4. In apposition with the subject "it."

It is accepted *that we should study diligently*.

5. After a preposition.

We believed everything he said except *that we should not study*.

6. In apposition.

The belief, *that we should study diligently*, is accepted by all.

7. As the assumed subject of a participle.

That we should study diligently having been accepted, let us act accordingly.

PUNCTUATION OF NOUN CLAUSES

Rule 1.—If a noun clause is used as a direct quotation, it is set off by the comma, unless the words preceding the quotation are such as can be followed only by a direct quotation, under which condition, the quotation is preceded by the colon.

EXAMPLE 1.—Lawrence said, “Don’t give up the ship.”

2. The words of Lawrence were: “Don’t give up the ship.”

Rule 2.—A noun clause used as subjective complement is set off by the comma.

EXAMPLE 1.—Our belief is, that we should study diligently.

Rule 3.—A noun clause used as an appositive is set off by the comma, unless the clause is in apposition with the subject “it.”

EXAMPLE 1.—The fact, that we should study diligently, is generally accepted.

2. It is believed that we should study diligently.

EXERCISE 64

Punctuate the following sentences and tell how the noun clauses are used.

1. When letters were first used is not known
2. Tweed’s defiant question was what are you going to do about it
3. The question ever asked and never answered is where and how am I to exist in the hereafter
4. The myth concerning Achilles is that he was invulnerable in every part except the heel
5. This we know that our future depends on our present
6. Hamlet’s exclamation was what a piece of work is man
7. We believe that the first printing-press in America was set up in Mexico in 1536
8. A man’s chief objection to a woman is that she has no respect for the newspaper
9. Froude said that mistakes were often the best teachers
10. Antony’s opening sentence was if you have tears to shed prepare to shed them now

11. A part of Plato's belief was that the elements were peopled with spirits
12. Shakespeare's words concerning much talking are talkers are no good doers
13. Shakespeare's metaphor night's candles are burnt out is one of the finest in literature
14. A peculiarity of English is that it has so many borrowed words
15. It will ask of you what can you do
16. He remembers what he learns
17. Have you ascertained who wrote the letter
18. Man can do what man has done
19. Reputation is what we seem but character is what we are
20. We shall never know who wrote the book
21. The last words of John B. Gough were young man make your record clean
22. Carlyle has wisely said that the greatest of faults is to be conscious of having none
23. It is a law of life that one should not tax his physical strength to its extreme limit
24. There is some dispute about who was the greatest of American orators
25. We read in the Old Testament that Daniel was thrown into the lions' den and that the lions did him no harm

Write at least two sentences, illustrating each of the uses of the noun clause.

LESSON 65

DEPENDENT CLAUSES—Continued

THE ADJECTIVE CLAUSE

A clause that is used as an adjective is an adjective clause.

An adjective clause may be used to modify the meaning of:

1. Subject.

EXAMPLE.—The seed *which was planted*, has become a large tree.

2. Object.

EXAMPLE.—The heart has eyes *that the brain knows not*.

3. Noun as subjective complement.

EXAMPLE.—Life is a plant *that grows out of death*.

4. Object of a preposition.

EXAMPLE.—Learning hath gained most by those books
which the printers have lost.

PUNCTUATION OF ADJECTIVE CLAUSES

Rule 1.—The adjective clause is set off by the comma, unless it restricts (narrows) the meaning of the word modified.

EXAMPLE 1.—Water, which is composed of two gases, is a liquid.

EXAMPLE 2.—Water that is stagnant is not healthful.

Rule 2.—An adjective clause out of its natural order is set off by the comma.

EXAMPLE.—Whom ye worship, Him declare I unto you.

Rule 3.—When the subject of a sentence ends in a verb, or consists of parts separated by commas, it is separated from its predicate by the comma. Frequently an adjective clause used in the sentence causes the subject to end in a verb.

EXAMPLE.—The evil that men do, lives after them.

EXERCISE 65

Punctuate the following sentences and tell how the adjective clauses are used, and what part of speech each adjective clause modifies.

1. The lever which moves the world of mind is the printing press
2. The thirteen colonies were welded together by the measures which Samuel Adams framed
3. It was the same book that I referred to
4. Attention is the stuff that memory is made of
5. Gladstone is a man whom I call worthy of the name
6. Andrew Johnson was the President whose wife taught him to read and write
7. Have you ever visited the place where the battle of Gettysburg was fought
8. Do you know the reason why no dew is formed on a cloudy night

9. July is the time that farmers harvest their grain
10. God wrought a plan whereby all men may be redeemed
11. A city that is set on a hill cannot be hid
12. There is nothing in the world but was made by God
13. Youth is the time when the seed of character is sown
14. A depot is a place where stores are deposited
15. Unhappy is the man whose mother does not make all mothers interesting
16. I have read the book which you lent me
17. The story that it tells is interesting
18. The author who is a woman lives in Texas
19. Help those that are weak
20. Invite the gentleman of whom you spoke
21. He gave all that he had
22. Those that are rich should help those that are poor
23. A man who cannot govern himself is a slave
24. Our journey which was very tiresome ended at last
25. The friends whom we visited have come
26. The tomato which is now a common article of food was scarcely known a century ago
27. The poor man that knows him laughs loudest of all
28. The fire-cracker and the sky-rocket which play so important a part in the exhibitions of American patriotism are made by the Chinese
29. My worthy friend has put me under the care of his butler who is a very prudent man
30. They that are accompanied by noble thoughts are never alone

Write at least two sentences, illustrating each of the uses of the adjective clause.

LESSON 66

DEPENDENT CLAUSES—Continued

ADVERB CLAUSES

A clause that is used as an adverb is an adverb clause.

The common uses of adverb clauses are to express:

1. Time: John was sick *when he was in New York*. (Usually introduced by when, while, before, often, as soon as, until, since, etc.)

2. Place: The blood will follow *where the knife is drawn.*
 (Usually introduced by where, wherever, etc.)

3. Cause: We are happy now *because God wills it.* (Usually introduced by since, for, because, in order that, so that, etc.)

4. Condition: No education deserves the name *unless it develops thought.* (Usually introduced by if, unless, except, etc.)

5. Concession: *Though he slay me,* yet will I trust in him.
 (Usually introduced by though, although, notwithstanding, etc.)

6. Result: It rained *so that we did not go.* (Usually introduced by so that, therefore, etc.)

7. Manner: He does *as he likes.* (Usually introduced by how, as, etc.)

PUNCTUATION OF THE ADVERB CLAUSE

Unless the adverb clause is an essential modifier and follows closely the word modified, it is set off by the comma.

EXAMPLE.—We ran when we heard the report.

When we heard the report, we ran.

EXERCISE 66

Punctuate the following sentences, and classify the adverb clauses.

1. A book's a book although there's nothing in it
2. While craving justice for ourselves it is never wise to be unjust to others
3. If we did not flatter ourselves the flatteries of others could do us no harm
4. The flatteries of others could do us no harm if we did not flatter ourselves
5. My chief companion when Sir Roger is diverting himself in the woods or the fields is the chaplain
6. It is the practice of the multitude to bark at eminent men as little dogs do at strangers
7. Gold is green in color when it is thin enough to be transparent
8. If a good face is a letter of recommendation a good heart is a letter of credit

9. Never eat till you are hungry
10. If the world does not admire you and me it is because it sees nothing in us to admire
11. Sleep riches and health are only truly enjoyed after they have been interrupted
12. As the upright man thinks so he speaks
13. Slang is always vulgar as it is an affected way of talking
14. We should keep the pores of the skin open for through them the blood throws off its impurities
15. Since the breath contains poisonous carbonic acid wise people ventilate their sleeping rooms
16. Sea-bathing is the most healthful kind of washing because it combines fresh air and vigorous exercise with its other benefits
17. Wheat is the most valuable of grains because bread is made from its flour
18. God was angry with the children of Israel for He overthrew them in the wilderness
19. Tobacco and the potato are American products because Raleigh found them here
20. It rained last night because the ground is wet this morning
21. If the air is quickly compressed enough heat is evolved to produce combustion
22. Unless your thought packs easily and neatly in verse always use prose
23. If ever you saw a crow with a king-bird after him you have an image of a dull speaker and a lively listener
24. Although the brain is only one-fortieth of the body about one-sixth of the blood is sent to it
25. If the War of Roses did not utterly destroy English freedom it arrested its progress for a hundred years

Write at least two sentences illustrating each of the uses of the adverb clause.

LESSON 67

PUNCTUATION

THE PERIOD (.)

The period should follow:

1. All declarative and imperative sentences; as,

(1) We received your letter yesterday.

(2) Write us immediately.

2. Initials and most abbreviations: as

(1) R. W. Emerson.

(2) Mr. Robert Jones.

3. Figures used to number a list of names or subjects, paragraphs or parts of paragraphs; as,

History.

1. Ancient.

2. Mediaeval.

3. Modern.

4. Side-heads of paragraphs, the titles of books, etc., when followed by the name of the author; as,

(1) Cost of installation. The cost of installation will not exceed fifty dollars.

(2) Bookkeeping and Accountancy. Dr. H. M. Rowe.

5. The introductory address and signature of letters.

The period should not follow:

1. Abbreviated forms that are recognized by usage as words in themselves; as, Will, Tom, Ned.

2. Headings of chapters, subheadings, items in tabulated matter, or Roman numerals; as,

(1) Chapter V, Lesson six, contracts

(2) Please ship us the following:

50 lb. Butter

100 lb. Gem Flour

75 lb. Oatmeal

(3) Book VI

3. 1st, 2d, 3d, etc.

4. Display lines on title pages; as,

Nature and Culture
by
Hamilton Wright Mabie
New York
Dodd, Mead & Co.
1903

THE INTERROGATION POINT (?)

The interrogation point should follow:

1. A direct question; as, Are these books for sale?

2. A direct question that forms a part of a declarative or an imperative sentence; as, "Have they gone?" he asked.

3. Each question in a compound interrogative sentence; as, Was the man hurt? or did he escape?

The interrogation point should not follow:

1. An indirect question; as, He asked if they had gone.

EXCLAMATION POINT (!)

The exclamation point should follow:

1. Interjections, exclamatory expressions, and exclamatory sentences; as,

(1) Wait! you are in danger.

(2) O brave young man!

(3) How the wind blows!

"Oh" may be followed by either a comma or an exclamation point; as,

1. Oh! where did he go?

2. Oh, how glad I am to see him!

"O" is used in direct address and may be followed by a comma but should never be followed immediately by an exclamation point; as,

1. O my fellow-citizens!
2. O, come here!

EXERCISE 67

Copy the following sentences, and insert periods, interrogation points, and exclamation points where necessary.

1. How he could trot how he could run
2. How much greater is our nation in poetry than prose how much better, in general, do the productions of its spirit show in the qualities of genius than in the qualities of intelligence
3. Who will bring me into the strong city who will lead me into Edom
4. How can you do this
5. Did you come to get your book
6. Could you find the place
7. Where now be those things of yours that were wont to set the table in a roar your gibes your gambols your songs your flashes of merriment
8. Alas what are we doing all through life
9. What sort of a great literature a literature great in the special qualities of genius, or great in the special qualities of intelligence
10. How art thou fallen from Heaven, O Lucifer, son of the morning
11. Say I these things as a man or saith not the law the same also
12. When can you call
13. What a game that was
14. How the wind blows
15. Why will you not ask him
16. How they play ball
17. What will it cost
18. Can we not see you to-morrow
19. What a time we had
20. Shall we not send you the goods
21. You are a fine fellow
22. How did you get it
23. Shall treachery, shall robbery, shall assassination, shall murder, triumph in this decision
24. Shall treachery triumph in this decision shall robbery shall assassination shall murder

25. The question, "What became of the ten tribes of Israel" has never been satisfactorily answered
26. Dr Robert B Jones
27. H D Smith, D D
28. James Brown, Esq
29. He is a member of the Y M C A
30. He left at 530 p m; I saw him enter the car
31. He died on the 5th of Jan, 1914
32. He was appointed to a clerkship in the P O department in Wilmington, Del
33. John Smith, Esq was born in Philadelphia, Pa and died in Albany, N Y
34. The N Y C and Hudson R R R is the longest railway line in the state of N Y
35. M S Brown, M D arrived at 630 a m

LESSON 68

PUNCTUATION—Continued

THE SEMICOLON (;)

The semicolon is used:

1. To separate the independent clauses of a compound sentence when the conjunction is omitted; as, Order received to-day; goods will be shipped to-morrow.
2. To separate the independent clauses of a compound sentence when the clauses themselves are subdivided by commas; as, The car of coal was shipped Friday; and the car of lumber, Thursday.
3. To separate expressions in a series, dependent upon the same introductory clause or expression; as, A man's success in business is decided principally by the three following conditions: The character of the man; his mental and business qualifications; and the circumstances by which he is surrounded.

4. To separate "otherwise," "also," "therefore," and similar words, with the clauses these words introduce, from the preceding part of the sentence; as,

(1) If you cannot sell these goods, send them to us; otherwise, send us a check.

(2) We did not hear from him; therefore, we shall not go.

"Namely," "to-wit," "viz.," "e. g.," and similar expressions, when used to introduce an example or an illustration, are frequently preceded by a semicolon and followed by a comma; as, The teacher made three requests of us; namely, that we be punctual, that we be diligent, that we be manly.

EXERCISE 68

Copy the following sentences, and insert periods, interrogation points, and semicolons where necessary.

1. Friends may desert him enemies may throng his way disaster
may threaten him bodily weakness may assail him but still
with heroic courage he keeps on his way
2. Industry is essential to thrift there is no such thing as un-
assisted accumulation
3. The entrance of thy words giveth light it giveth understand-
ing to the simple
4. A noun is the name of anything that exists, or of which we
have any notion as, London, man, virtue
5. Four things are desirable for a good place of residence a
good climate, a good soil, pure air, and good water
6. The ancient Greek language has been divided by grammar-
ians into four principal dialects viz. Attic, Ionic, Doric
and Aeolic
7. Only three persons were engaged in the conflict a stout
Englishman, a swarthy Italian, and an excited Frenchman
8. He was courteous, not cringing, to superiors affable, not
familiar, to equals and kind, but not condescending or
supercilious, to inferiors
9. Patience, I say your mind perhaps may change
10. Apply your whole heart to this day's work you will never
have the opportunity again
11. A wise man seeks to shine in himself a fool, in others
12. Hear O my son and receive my sayings and the years of thy
life shall be many
13. He had four virtues namely, meekness, patience, temperance,
charity

14. Go to the ant, thou sluggard consider her ways and be wise
15. Caesar was dead the soldiers were dispersed all Rome was in confusion
16. The Lord by wisdom hath founded the earth by understanding hath he established the heavens
17. The semicolon is used in contrasts as flattery brings friends truth brings foes
18. Length of days is in her right hand and in her left hand riches and honor
19. The prodigal robs his heirs the miser robs himself
20. Trust in the Lord with all thine heart and lean not thine ear unto thine own understanding
21. There is a fierce conflict between good and evil but good is in the ascendant and must triumph at last
22. My son forget not my law but let thine heart keep my commandments
23. Reading makes a full man conference a ready man and writing an exact man
24. The women are generally pretty few of them are brunettes many of them are discreet and a good number are lazy
25. As we perceive the shadow to have moved but did not perceive it moving so our advances in learning consisting of such minute steps are perceivable only by the distance
26. So sad and dark a story is scarcely to be found in any work of fiction and we are little disposed to envy the moralist who can read it without being softened

LESSON 69

PUNCTUATION—Continued

THE COLON (:)

The colon should follow:

1. A formal introduction to a series of items or expressions; as,
 - (1) Please ship us the following:
50 lb. Butter
100 lb. Gem Flour
75 lb. Oatmeal.

(2) You should buy this machine for three reasons: First, it will save you time; second, it will save you money; third, it will save you expense.

2. A formal introduction to a quotation. A quotation is said to have a formal introduction when the introductory expression is a complete sentence; as,

(1) We received from him this reply: "Shipped goods yesterday."

2. He wired us as follows: "Consignee refuses to receive goods."

3. The salutation of a letter and expressions used in formal address; as,

(1) Dear Sir:

(2) Gentlemen:

(3) My dear Sir:

(4) Dear Madam:

(5) Mr. Chairman:

EXERCISE 69

Copy the following sentences, and insert all the required marks of punctuation.

1. We suggest that you see the following persons William Jones, Wilmington, Del Joseph Smith, York, Pa and Frank Brown, Reading, Pa
2. We offer you the following prices on coal pea \$5.25 a ton nut \$7.50 a ton stove \$7.25 a ton
3. The board of directors elected for the year 1914-15 is as follows President, Mr. Howard Jones Vice President, Mr. Russell Harris Secretary, Mr. Frank Henry Treasurer, Mr. Marshall Ridgeway
4. Mr. President I move that we adjourn
5. These words were painted on the board Stop, look, and listen
6. Admiral Dewey's explanation was this "The cable was cut, and I could not report"
7. Ladies and Gentlemen I am delighted etc
8. The Hon. William J. Bryan was then introduced and spoke as follows

9. I was there for two reasons I wanted to see, and I dared not stay away
10. He stated his motion thus Resolved that the matter be laid on the table
11. Observe the following rules The pronoun must agree etc
12. We hold these truths to be self-evident That all men, etc
13. These are the present rates To Pittsburg, 35 cents per 100 lbs. to Chicago, 38 cents to Duluth, 45 cents
14. In his last moments, he uttered these words "I fall a sacrifice" etc
15. Pope makes this remark There never was any party in which the most ignorant were not the most violent
16. He asked this question Why is it the older I grow the more my faith in religion is confirmed
17. For Addison three defenses may be set up (1) his satire arouses no bitterness (2) it is never personal (3) it is always employed on the side of virtue
18. At the close of the meeting the President arose and said Ladies and gentlemen
19. He put the question thus Can you do it
20. Cain asked this question Am I my brother's keeper

LESSON 70

PUNCTUATION—Continued

COMMA (,)

1. A comma should separate words or phrases used in a series; as,
 - (1) Industry, honesty, and temperance are among the cardinal virtues.
 - (2) A calm, serene, cheerful old age is always useful.
 - (3) To work, to play, to laugh, to love mean success.
2. An appositive of more than one word is set off by commas; as,
 - (1) Baltimore, the Monumental city, has grown rapidly.
 - (2) Mr. Smith, our representative, will call to-morrow.
3. Adverbial phrases and clauses, when used at the begin-

ning of a sentence, and expressions used by way of introduction should be followed by the comma; as,

(1) In the evening, they went home.

(2) While the sun shines, make hay.

(3) Answering your letter of the 15th inst., we say etc.

4. A word, phrase, or clause which may be omitted without destroying the meaning of the sentence, should be marked off by commas; as,

(1) The fault, however, is yours.

(2) I have, on the other hand, employed him.

(3) A. L. Brown, being duly sworn and examined, testifies as follows:

(4) Mr. Jones, who is our general manager, is out of town.

5. When no one of the independent clauses of a compound sentence is divided by the comma and connecting words are used, the clauses should be separated by the comma; as,

(1) You may go, but I shall remain here.

6. Any word, phrase, or clause that is out of its natural place in the sentence is set off by commas; as,

(1) Upward, the sparks flew.

(2) As evidence of our good faith, we submit the following:

(3) When he arrives, we shall be there.

7. If the introductory expression of a quotation is not a complete sentence, the comma should follow the expression; as,

(1) He replied saying, "Goods were shipped yesterday."

8. A non-restrictive adjective clause should be set off by commas; as,

(1) They all looked at John, who had not spoken.

A restrictive adjective clause should not be marked off by commas; as,

(1) The student who received the prize was delighted.

9. Certain omissions are shown by the use of the comma; as,

(1) In the morning, we went to his office; later, to his home.

10. A title or a degree should be separated from the noun which it follows by a comma; as,

- (1) G. M. Philips, Ph. D.
- (2) J. A. Jones, A. M.

11. If the subject of a sentence ends with a verb, the subject should be followed by a comma; as,

- (1) What he says, is correct.

- (2) The land that Penn settled, was called Pennsylvania.

12. Independent elements should be set off by commas;

(1) Independent by direct address; as, O Grave, where is thy victory?

(2) Independent by pleonasm; as, Thy rod and thy staff, they comfort me.

(3) Independent Infinitive phrase; as, To tell the truth, I regret it.

(4) Independent Participial phrases; as, Properly speaking, that is true.

EXERCISE 70

Copy the following sentences, and insert commas where needed.

1. By the way did you hear the news?
2. John Milton the author of Paradise Lost was blind.
3. The bridge having been swept away we returned.
4. I rise Mr. President to make a motion.
5. John come here.
6. English grammar the science that teaches us the relation of the words of a sentence is helpful to a thorough understanding of punctuation.
7. Honor lost all is lost.
8. Why how is that?
9. O sir help me.
10. The Nile a large river of Africa makes Egypt fertile.
11. But the wicked they shall be overthrown.
12. Affectation the desire of seeming to be what we are not is the besetting sin of men.
13. Troy being taken by the Greeks Aeneas came to Italy.

14. The diligent they shall succeed.
15. To confess the truth I did it thoughtlessly.
16. Speaking definitely you are the man.
17. All things else being destroyed virtue could sustain herself.
18. The comma generally speaking indicates misplacement or omission.
19. What then is your view of it?
20. To speak plainly your habits are your worst enemies.
21. The cavalry advanced the infantry remaining in the rear.
22. England's debt to put it in round numbers is four billion dollars.
23. The Franks a warlike people gave their name to France.
24. Slang is always vulgar as it is an affected way of speaking.
25. Maceo the brilliant Cuban cavalry leader was betrayed.
26. Give time to the study of nature whose laws are interesting.
27. Whatever is is right.
28. Paper was invented in China if the Chinese tell the truth.
29. She died at Berlin Germany June 5 1875.
30. John the beloved disciple lay on his Master's breast.
31. He sat in a huge chair of oak hewn in the forest of the Hague.
32. Hamlet exclaimed What a piece of work is man.
33. The books greatly to my disappointment could not be found.
34. If the war continues the national resources will be exhausted.
35. Cromwell made one revolution and Monk made another.
36. Semiramis built Babylon; Dido Carthage; and Romulus Rome.
37. Attention activity energy and determination are essential to success.
38. She was a gentle refined dignified woman.
39. Some one justly remarked it is a great loss to lose an affliction.
40. Neednt.
41. I would rather be right said Henry Clay than be President.
42. Reading makes a full man; conference a ready man; writing an exact man.
43. Of all our senses sight is the most important.
44. Riches honors and pleasures are fleeting.
45. Learn patience calmness.

Copy the following, using the proper mark of punctuation in each of the places indicated.

I mention this peaceful spot with all possible laud,_X for it is in such little retired Dutch valleys_X found here and there embosomed in the great State of New York_X that population_X manners_X and customs remain fixed_X while the great torrent of migration and improvement_X which is making such incessant changes in other parts of this restless country_X sweeps by them unobserved_X. They are like those little nooks of still water which border a rapid stream_X where we may see the straw and bubble riding quietly at anchor_X or slowly revolving in their mimic harbor_X undisturbed by the rush of the passing current_X. Though many years have elapsed since I trod the drowsy shades of Sleepy Hollow_X yet I question whether I should not still find the same trees and the same families vegetating in its sheltered bosom_X.

He looked around for his gun_X but in place of the clean well-oiled fowling-piece_X he found an old firelock lying by him_X the barrel incrusted with rust_X the lock falling off and the stock worm-eaten_X. He now suspected that the grave roysters of the mountain had put a trick upon him_X and_X having dosed him with liquor_X had robbed him of his gun_X. Wolf_X too_X had disappeared_X but he might have strayed away after a squirrel or partridge_X. He whistled after him and shouted his name_X but all in vain_X the echoes repeated his whistle and shout but no dog was to be seen_X.

LESSON 71

PUNCTUATION—Continued

DASH

The dash should be used with great care. It is used too frequently by many who do not know punctuation.

1. The dash is used to mark an insertion that breaks abruptly the grammatical construction or the continuity of thought as, Rome—what was Rome? Oh, do not—do not forsake me!

2. The dash is used to indicate the omission of letters, words, or figures; as, Mr. B—lives on W—Street; He explained all—not without hesitation—of his business activities: The Chester County Teachers' Institute was held Sept. 20–25, 1914.

3. The dash is used after subheads and extracts from authors; as,

Corn—The market was active, and prices show a substantial rise.

Men may rise on stepping-stones

Of their dead selves to higher things—Tennyson

THE PARENTHESIS ()

1. The parentheses are used to set off inserted expressions that are foreign to the sentence, but connected in thought; as, The gentleman from Indiana (Mr. Reed) was elected Speaker.

2. The parentheses are used to inclose figures following an expression of the same amount in words; as, Five hundred dollars (\$500).

BRACKETS

1. An expression other than that of the speaker or writer is inclosed by brackets; such as, I am proud of my records; I defy my accusers. [General applause.] He won the prize. It seems impossible to me according to the report.

EXERCISE 71

Copy the following sentences and insert all the necessary marks of punctuation.

1. Every prize that could be worth a woman's having and many prizes which other women are too timid to desire lay within Zenobia's reach
2. Caesar had his Brutus Charles I his Cromwell and George III Treason
3. There were two women in the room one a mere girl with fair hair and white face the other a woman about thirty years old with coarse features.
4. I have seen hundreds or more properly thousands in one place
5. I replied to his question without asking any in return a practice which of course puts an end to talk
6. But the enemies of tyranny their path leads to the scaffold

7. The fact impressed my childish fancy very much fascinated it indeed
8. They are independent by pleonasm a construction used sometimes for rhetorical effect
9. Perhaps their education taught them something something valuable if you will but one thing it did not do
10. He was born at C
11. Religion who can doubt it is the noblest theme for the exercise of the intellect
12. The most noted kings of Israel were the first three we come to Saul David and Solomon
13. During the winter of 1777 8 W was encamped at Valley Forge
14. Assyria Greece Rome Carthage what are they
15. Why did God make you and all things God made me and all things for his own glory
16. We know the uses and sweet they are of adversity
17. I have only poverty and rags
18. Was there ever but I seem to boast
19. To be or not to be that is the question
20. Kings and their subjects masters and their slaves the rich and the poor find a common level at two places at the cross and at the grave
21. The smile of a child always so ready when there is no distress and so soon returning when that distress has passed away is like an opening of the sky showing heaven beyond
22. They hastened onward these three
23. He had no malice in his mind no ruffles on his shirt
24. He gave me a ten dollar bill
25. He built a three story house

Copy the following using the proper marks of punctuation in each of the places indicated.

He had now entered the skirts of the village_x A troop of strange children ran at his heels_x hooting after him and pointing at his gray beard_x The dogs_x too_x not one of which he recognized for an old acquaintance_x barked at him as he passed_x The very village was altered_x it was larger and more populous_x There were rows of houses which he had never seen before_x

and those which had been his familiar haunts had disappeared. Strange names were over the doors, strange faces at the windows, everything was strange. His mind now misgave him; he began to doubt whether both he and the world around him were not bewitched. Surely this was his native village which he had left but the day before. There stood the Kaatskill mountains, there ran the silver Hudson at a distance; there was every hill and dale precisely as it had always been. Rip was sorely perplexed. "That flagon last night" thought he "has addled my poor head sadly."

LESSON 72

PUNCTUATION—Continued

APOSTROPHE

1. The apostrophe is used to denote the possessive case of nouns. (See page 145.)

In such expressions as Adams Express Company, Mechanics National Bank, the apostrophe is not used; the first word is considered an adjective and not a noun in the possessive case.

2. The apostrophe is used to indicate the omission of a letter or letters; as, aren't for are not; 'tis for it is.

In abbreviations such as Atty., Bldg., Dept., Mdse., Prest., Supt., etc., the apostrophe is not used.

3. The apostrophe is used in forming the plurals of letters and figures; as m's, x's, 50's.

QUOTATION MARKS

1. The exact words of a writer or speaker should be inclosed within quotation marks; as, Emerson said, "Hitch your wagon to a star."

If a quotation consists of more than one paragraph, quotation marks should precede each paragraph and follow the last one.

2. A quotation within a quotation should be inclosed in single quotation marks; as, The speaker said, "We have a prophecy in the words of Burns, 'When man to man the world o'er shall brothers be for aw that.'"

3. Words or expressions used in unusual meaning should be inclosed within quotation marks; as, After the conversation his "hat was in the ring."

4. The titles of books, articles, etc., used in a sentence, should be inclosed within quotation marks; as, I bought a copy of Emerson's "American Scholar."

5. Quotation marks are used to call special attention to words or expressions; as, The expression "how many" should be set in caps.

6. If the name of the author follows a quotation, the quotation marks may be omitted; as, It is not work that kills men; it is worry—Beecher.

7. The period, comma, and semicolon are usually placed within the quotation marks used to inclose any expressions followed by any one of these marks of punctuation; as, "Study your lesson," he said. He said, "Study your lesson."

If the interrogation point or exclamation point belong to the quoted part only of a sentence, they should be inclosed within the quotation marks; as, The teacher asked, "Have you studied your lesson?"

If the interrogation point and exclamation point belong to the whole sentence they are not inclosed within the quotation marks; as, Did the teacher ask, "Have you studied your lesson"?

EXERCISE 72

Copy and punctuate the following sentences.

1. Henry IV of the House of Bourbon was very wise in council simple in manners and chivalric in the field
2. Columbus crossed the Atlantic with ninety men and landed at San Salvador

3. A young farmer recently bought a yoke of oxen six cows and a horse
4. America has furnished to the world tobacco the potato and Indian corn
5. Cotton is raised in Egypt India and the United States
6. The spirit of true religion is social kind and cheerful
7. All the kings of Egypt are called in Scripture Pharaoh
8. The bamboo furnishes to the native of China shade food houses weapons and clothing
9. The balloon shooting swiftly into the clouds was soon lost to sight
10. The sun rising dispelled the mists
11. The thief being detected surrendered to the officer
12. A shrug of the shoulders translated into words loses much force
13. Virtue diligence and industry joined with good temper and prudence must ever be the surest means of prosperity
14. Edward Wingfield an avaricious and unprincipled man was the first president of the Jamestown colony
15. Towers are measured by their shadows and great men by their calumniators
16. Worth makes the man and want of it the fellow
17. How poor how rich how abject how august how wonderful is man
18. Sir Humphrey Gilbert attempting to recross the Atlantic in his little vessel the Squirrel went down in mid-ocean
19. The morn in russet mantle clad walks o'er the dew of yon High eastern hill
20. The fly sat upon the axle of a chariot-wheel and said What a dust do I raise
21. Strike till the last armed foe expires
22. Thy mercy O Lord is in the heavens and thy faithfulness reacheth unto the clouds
23. The clouds poured out water the skies sent out a sound the voice of thy thunder was in the heaven
24. The heavens declare his righteousness and all the people see his glory
25. The verdant lawn the shady grove the variegated landscape the boundless ocean and the starry firmament are beautiful and magnificent objects

26. Liquids when acted upon by gravity press downward upward and sideways
27. You will find that the state of Kansas occupies very nearly the middle spot of North America being equally distant from the Atlantic Ocean on the east and Pacific Ocean on the west from the frozen waters of Hudson's Bay on the north and the tepid gulf stream on the south
28. Michael Angelo used to say Trifles make perfection and perfection is no trifle
29. The surrender of Lee ended the war between the North and South and his soldiers turned homeward no longer Confederate soldiers but American citizens
30. Her favorite maxim was Wilful waste makes woeful want
31. Change Where there's a will there's a way to Where there is a will you can find a way
32. Length of days in her right hand and in her left hand riches and honor
33. When thou liest down thou shalt not be afraid yea thou shalt lie down and thy sleep shall be sweet
34. My son forget not my law but let thine heart keep my commandments
35. The prodigal robs his heirs the miser robs himself
36. So sad and dark a story is scarcely to be found in any work of fiction and we are little disposed to envy the moralist who can read it without being softened
37. Caesar was dead the soldiers were dispersed all Rome was in confusion
38. Can great truths after having been once developed die
39. Let us send light and joy if we can to every one around us
40. There where knowledge ceases faith should strongest prove
41. Christianity in the highest sense is the religion of sorrow
42. Thou knowest come what may that the light of truth can not be put out
43. Patrick Henry commenced by saying It is natural to man to indulge in the illusions of hope
44. Wirt writes that as a statesman Alexander Hamilton was distinguished for the great extent of his views
45. All cannot be great and nobody may reasonably expect all the world to be engaged with lauding his merits
46. Idleness is the parent of every vice but well directed activity is the source of every laudable pursuit and worldly attainment

47. The spirit of true religion inspires magnanimity and magnanimity always breathes gentleness
48. An entire retreat from worldly affairs is not what religion requires nor does it even enjoin a long retreat from them
49. Religion must be the spirit of every hour but it cannot be the meditation of every hour
50. A clownish air is but a small defect yet is enough to make a man disagreeable
51. Endless existence is a great truth but an immortality of pure affections and holy employment is far greater
52. Do not think yourself perfect for imperfection is natural to humanity
53. Pope had perhaps the judgment of Dryden but Dryden certainly wanted the diligence of Pope
54. Life is felt to be a great and gracious boon by all who enjoy its light and this is not too much felt
55. Never value yourself upon your fortune for this is a sign of a weak mind
56. Virtue is a real honor whereas all other distinctions are merely titular
57. Reasoning implies doubt and uncertainty and therefore God does not reason
58. Men are not to be judged by their looks habits and appearances but by the character of their lives and conversations and by their works
59. The noblest prophets and apostles have been children once lisping the speech laughing the laugh thinking the thought of boyhood
60. Prosperity is naturally though not necessarily attached to virtue and merit adversity to vice and folly
61. Everything that happens is both a cause and an effect being the effect of what goes before and the cause of what follows
62. Argument as usually managed is the worst sort of conversation as it is generally in books the worst sort of reading
63. It is the first point of wisdom to ward off evils the second to make them beneficial
64. Employ your time well if you mean to gain leisure and since you are not sure of a minute throw not away an hour

65. Stones grow vegetables grow and live animals grow live and feel
66. Everything grows old everything passes away everything disappears
67. I have seen charity (If charity it may be called) insulted with an air of pity
68. Know then this truth enough for man to know Virtue alone is happiness below
69. Apply yourself to study it will rebound to your house
70. As we perceive the shadow to have moved along the dial but do not perceive it moving and it appears that the grass has grown though nobody saw it grow so the advance we make in knowledge as they consist in such insensible steps are only perceptible by the distance
71. To read without reflecting says Burke is like eating without digesting
72. He rushed amidst them with his sword drawn he threw them into confusion he pushed his advantage and he obtained a complete victory

Copy the following using the proper marks of punctuation in each of the places indicated.

Rip bethought himself a moment_x and inquired_x ×Where_x
Nicholas Vedder_x ×

There was a silence for a little while_x when an old man replied_x in a thin piping voice_x ×Nicholas Vedder_x why_x he is dead and gone these eighteen years_x There was a wooden tombstone in the churchyard that used to tell all about him_x but that_xs rotten and gone too_x ×

×Where_xs Brom Dutcher_x ×

×Oh_x he went off to the army in the beginning of the war_x some say he was killed at the storming of Stony Point_x others say he was drowned in a squall at the foot of Anthony_xs Nose_x I don_xt know_x he never came back again_x ×

×Where_xs Van Bummel_x the schoolmaster_x ×

×He went off to the wars too_x was a great militia general_x and is now in congress_x ×

Rip_xs heart died away at hearing of these sad changes in his home and friends_x and finding himself thus alone in the world_x Every answer puzzled him too_x by treating of such

enormous lapses of time_x and of matters which he could not understand_x war_x congress_x Stony Point_x he had no courage to ask after any more friends_x but cried out in despair_x ×Does nobody here know Rip Van Winkle_x

×Oh_x Rip Van Winkle_x exclaimed two or three_x ×Oh_x to be sure_x that_xs Rip Van Winkle yonder_x leaning against the tree_x

Copy the following, and place marks of punctuation where needed.

After much consideration and a careful examination of your latest work Rowe's Bookkeeping and Accountancy we decided to introduce it here The results obtained thus far fully justify our decision

Pedagogically we consider the plan of the work excellent The introduction at the outset of the principal books of record not only gives added interest but also results in a material saving of time The systematic arrangement of the transactions which by the way are of a thoroughly practical nature the continual review by means of questions with explanatory references the ample supplementary work provided practically insure good results The three syllabuses which give the teacher a choice of three methods of presentation make it readily adaptable to varying conditions met in day and night schools

Last but not least the subject being taken up from the viewpoint of the accountant will make the step to higher accounting a natural one and will undoubtedly arouse a desire on the part of the student to pursue the study of bookkeeping beyond the limits of the usual course.

I believe that in Bookkeeping and Accountancy you are putting out a work that bears the stamp of merit and I heartily recommend it

Copy the following, using the proper marks of punctuation in each of the places indicated.

His schoolhouse was a low building of one large room_x rudely constructed of logs_x the windows partly glazed and partly patched with leaves of old copy-books_x It was most ingeniously secured at vacant hours by a withe twisted in the handle of the door and stakes set against the window shutters_x so that_x

though a thief might get in with perfect ease_x he would find some embarrassment in getting out_x an idea most probably borrowed by the architect_x Yost Van Houten_x from the mystery of an eel pot_x The schoolhouse stood in a rather lonely but pleasant situation just at the foot of a woody hill_x with a brook running close by_x and a formidable birch tree growing at one end of it_x From hence the low murmur of his pupils_x voices conning over their lessons might be heard in a drowsy summer_x day_x like the hum of a bee_x hive_x interrupted now and then by the authoritative voice of the master in the tone of menace or command_x or_x peradventure_x by the appalling sound of the birch_x as he urged some tardy loiterer along the flowery path of knowledge_x Truth to say_x he was a conscientious man_x and ever bore in mind the golden maxim_x Spare the rod and spoil the child_x^x Ichabod Crane_x's scholars certainly were not spoiled_x

Copy and punctuate the following.

My attention has been recently directed to unvaccinated persons attending school and for your information I am enclosing the official form of certificate furnished by the Bureau of Health which can be obtained by applying in person or by messenger at Room 712 City Hall between the hours of 9 a m and 4 p m and Saturdays 9 a m to 12 m

A representative of the Bureau of Health will call at your school at an early date to inspect your school register

The following is an extract from the Act of Assembly governing all public private parochial Sunday and other schools

Act of Assembly approved the 18th day of June 1895

"To provide for the more effectual protection of the public health in the several municipalities of this Commonwealth

Section 12 All principals or other persons in charge of schools as aforesaid are hereby required to refuse the admission of any child to the schools in their charge or supervision except upon a certificate signed by a physician setting forth that such child has been successfully vaccinated or that it has previously had smallpox

Section 13 The health authorities of said municipalities shall furnish the principal or other persons in charge of said schools and to physicians the necessary certificates or blanks

for the uses and purposes as set forth and required in Sections 11 and 12 of this Act The registry of said schools shall exhibit the names and residences of all children or persons admitted or rejected for reasons set forth in this act and said registry shall be open at all times to the inspection of the health authorities

Section 21 Any physician undertaker principal of school superintendent of Sunday School sexton janitor head of family or any other person or persons named in this Act who shall fail neglect or refuse to comply with or who shall violate any of the provisions or requirements of this act shall for every such offense upon conviction thereof before any Mayor Burgess Alderman Police Magistrate or Justice of the Peace of the Municipality in which such offense was committed be liable to fine or penalty therefor of not less than five dollars nor more than one hundred dollars which said fines or penalties shall be paid into the treasury of said municipality and in default of payment thereof such person or persons so convicted shall undergo imprisonment in the jail of the proper county for a period not exceeding sixty days"

Copy the following and place marks of punctuation where needed.

We have been using your Bookkeeping and Accountancy in our school during the past year and I wish to add my testimony to the high-grade character of this publication We are getting results that I feel no commercial school could possibly get from any of the old publications

I consider your work the most valuable ever contributed to the literature of commercial education It is a long step in advance of anything that has been heretofore attempted and those who know the difference between accountancy and elementary bookkeeping cannot fail to appreciate the merit of your work

It is a mistake to think that the work is too difficult or too far advanced for those who attend a business college We find that even grammar school graduates are capable of comprehending the work and that they become intensely interested At the same time the work is of such an analytical character that it will interest a college graduate and give him all he wants to do

Your work is one that I have been looking for for the past seven years I have always felt that there was a great waste of time in getting an understanding of the principles and classification of accounts through the books published Happily your work bridges the gap which was left between true accountancy and the incomplete and imperfect systems presented by the old books

I cannot understand how any live school man can fail to appreciate your work

Copy and punctuate the following:

Would you like to receive a copy of a little book about roses for 1914

This years edition just published is I think the richest and most beautiful I have yet sent out The cover especially is uniquely beautiful a gem of the embossers art And its beauty isn't only skin deep either

You were formerly a valued customer and while I have not heard from you of late years I have continued to cast bread upon the waters in the shape of my annual booklets I would like to continue to do so but this years edition is too costly to send where it may not be appreciated where it may not bring back material results

And yet if you expect to purchase Ill gladly mail you a copy or if you wish to absolve yourself from even this implied promise send ten cents which will help to defray the cost And you neednt write a letter either simply return this one if your address as above is correct with a dime or postage stamp s

Is it Good-bye I hope not

Copy and punctuate the following.

I began the use of Rowe's Bookkeeping and Accountancy as you know last year I was pleased with it from the start and the further I go with it the more enthusiastic I become It certainly is far and away ahead of anything I have ever seen and I have taught from five different systems and thoroughly examined several others

I fully demonstrated last year that Bookkeeping and Accountancy may be satisfactorily taught to the high school fresh-

man that the principles of accountancy are as easily grasped by the learner as the bookkeeping we have taught so long and are still teaching The principles developed in Dr. Rowe's work are more easily taught and more readily learned than the bookkeeping and the so-called accountancy of any other system I have ever used and the student really has something worth while when he gets it

It is the most educational of systems as well as the most practical it really develops It gives a big foundation on which to build and it broadens the mind and the view instead of narrowing them The pupil gets something he will not need to unlearn at a later time no matter how big a proposition confronts him or how big the job may be which he tackles

In many respects the work is remarkable for its simplicity and for the good common sense displayed in its arrangement It is right pedagogically psychologically and from a practical viewpoint

You will soon hear the song of the imitators and see their handiwork again But I started out to thank you for the Cost Accountancy Set Excuse this long prelude and accept my expressions of appreciation for what they are worth

Copy and punctuate the following:

We are in receipt of your favor of Apr. 30th asking for an opinion relative to your publications It affords us pleasure to say that we have been using your Bookkeepers and Office Practice continuously for seven years and in our night classes Commercial and Industrial Bookkeeping during the past year

Have also used Listers Writing Lessons That Teach for a dozen years or more and in justice to your company will say that we have as yet been unable to find texts of a similar character that are anywhere equal to those from your Publishing House

In addition to our experience with them in connection with this school we had the pleasure of teaching those enumerated above in a New York school for three years and know whereof we speak If there are any other texts on the market of equal educational value we have not made their acquaintance

Wishing you continued success throughout the coming years we remain

Copy and punctuate the following:

Fourscore and seven years ago our fathers brought forth upon this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal Now we are engaged in a great civil war testing whether that nation or any nation so conceived and so dedicated can long endure We are met on a great battle-field of that war We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live It is altogether fitting and proper that we should do this But in a larger sense we cannot dedicate we cannot consecrate we cannot hallow this ground The brave men living and dead who struggled here have consecrated it far above our power to add or detract The world will little note nor long remember what we say here but it can never forget what they did here It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced It is rather for us to be here dedicated to the great task remaining before us that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion that we here highly resolve that these dead shall not have died in vain that this nation under God shall have a new birth of freedom and that government of the people by the people and for the people shall not perish from the earth—Lincoln.

LESSON 73

PUNCTUATION—Continued

HYPHEN (-)

The hyphen is used to separate syllables (ad-mis-si-ble), and to mark the division of a word at the end of a line.

Words denoting parts of one hundred, should be connected by the hyphen (twenty-five, sixty-six, etc.).

A hyphen should not be used at the beginning of a line to indicate that a word has been divided between two lines.

The hyphen is used to compound words (vice-president).

The tendency at the present time is to omit the hyphen whenever permissible.

The student should be familiar with the following rules for compounds.

1. A word formed by using "re," "over," "under," "sub," "in," "out," "up," "down," and similar prefixes should be written as one word; as, reenter, overtake, undermine, subdivide, indoor, outgo, uptown, downstairs.

Good usage gives preference to dropping the hyphen when the prefix "re" or "co" is used with words beginning with "e" or "o"; as, reëlect, coöperate.

2. When prefixes or suffixes of one syllable are given to "man," "men," "maker," "keeper," "under," "seeker," "holder," "yard," "master," "owner," "house," and "room," the hyphen should not be used; as, warehouse, housekeeper, roommate.

3. When the prefix "inter" or "trans" is used, the word is most frequently written without the hyphen; as, intercollegiate, transatlantic.

If words like trans-Atlantic, trans-Missouri, and trans-Ohio are hyphenized, the proper nouns should be capitalized.

4. If "all" is compounded with another word without the hyphen, it drops one "l," as; almighty, always.

If the hyphen is used the "l" is not dropped; as, all-important, all-wise. "All right" should not be written "alright."

5. Compound words with the prefixes "ante," "anti," "post," "semi," "self," are hyphenized; as, semi-annual, self-made, post-dated. Postscript is written as one word.

6. When two or more words are used to form a modifier, they should be joined with the hyphen; as, two-story house, up-to-date school, cut-and-dried argument, three-foot rule, 25-yard line.

The word "fold" retains the hyphen only in words over ten; as, tenfold, threefold, twenty-fold.

If a noun in the possessive case is used in compound, the "'s" is retained; as, camel's-hair-brush.

SYLLABICATION

To the typist, especially, correct syllabication is essential.

Correct syllabication depends on a knowledge of pronunciation.

A syllable is a word, or a part of a word, pronounced by a single vocal impulse; as, yes, i-o-ta.

1. If you are writing on a machine, never divide a word in such a manner that you carry but two letters to the next line; as, walk-ed. The hyphen occupies one space and the paper can be moved sufficiently in the machine to make room for the other letter.

2. "J," or "q" should not end a syllable; as, pre-judice, ma-jesty, li-quefy.

3. "X" should end the syllable; as, complex-ion, anx-iouS, vex-ation.

4. "Er," when suffixed to a word ending with a consonant or a silent "e" is always made a syllable; as, mak-er, command-er, back-er. "Or" is not so separated; as, gover-nor, opera-tor, confes-sor.

5. Make the division where "i" sounds "y"; as, gen-ius, conven-ient, pavil-ion; except, where double letters precede; as, ruf-fian, rebel-lion.

6. Make the division between double consonants or double vowels when accented separately; as, dif-fer, remit-tance; except where a syllable is suffixed to a word ending with double consonants; as, fall-ing.

7. If a short vowel is accented, make the division after the following consonant; as, sub-urb, mus-ket; except when the following letters produce the sound "sh;" as, offi-cial, vi-sion. If a short vowel is unaccented, make the division following it; as, di-ploma, pedi-gree.

8. If two vowels coming together are sounded separately, make the division between them; as, sci-ence, ortho-epy.

9. Divide where a combination of letters produces the sound of "sh," "ch" or "j"; as, con-science, conta-gious, sol-dier.

10. All terminations beginning with a vowel suffixed to a word ending with a consonant or silent "e" should be separated from the word if the position of the accent and the pronunciation of the primitive word remain unchanged; as, dependence, assist-ant, observ-ance.

11. Make the division between compound words; as, man-kind, horse-shoe.

The foregoing rules are helpful but not exhaustive. The student should use the dictionary when in doubt.

EXERCISE 73

Separate the following words into syllables, and quote the rule that applies to each.

apostasy	dancing	maneuver
aluminum	enhancing	malicious
allegiance	England	seller
abundance	ecstasy	secrecy
agricultural	earnings	satchel
after	earnest	salmon
advantage	intrepidity	separate
admissible	insurance	servant
active	inning	service
division	legislation	skaguay
director	mosquitoes	special
deficit	marvelous	

Separate the following words into syllables. Some of them are exceptions to the rules given. When in doubt, consult the dictionary.

auspices	brigade	councilor
attributed	billiard	correspondent
ascendancy	bicycle	conferee
ascendant	benefited	chancellor
business	beleaguered	carom
burglar	bazaar	capture
Britannia	battalion	extraordinary

expression	mustache	syndicate
Eskimo	muskelounge	subpoena
future	mountain	traveler
furniture	neglected	tyranny
fountain	necessary	tendency
fortune	outrageous	usually
fortunate	originate	unexceptional
former	opponents	vengeance
frontier	odd-fellows	veranda
father	progress	voluminous
farmer	produce (verb)	Wednesday
gypsy	produce (noun)	William
guerrillas	process	willing
governor	premium	woman
gimlet	prelate	wagon
hymeneal	plaintiff	water
Hindoo	picture	wakeful
harangue	reference	willful
halloo	rebellion	weariness
	stories	

LESSON 74

PUNCTUATION—Continued

DEGREES, AND HONORARY TITLES

A. B. or B. A.	Bachelor of Arts
A. M. or M. A.	Master of Arts
Ph. B.	Bachelor of Philosophy
Dr.	Scholastic degree
Esq.	Esquire
Gov.	Governor
Hon.	Honorable
Mr.	Mister
Mrs.	Title given a married woman
Messrs.	Messieurs or Gentlemen
Ph. D.	Doctor of Philosophy
Prof.	Professor
Rev.	Title given to clergymen
LL. D.	Doctor of Laws

STATES

Ala.	Alabama	Miss.	Mississippi
Alaska	Alaska	Mo.	Missouri
	Territory	Mont.	Montana
Ariz.	Arizona	Neb.	Nebraska
Ark.	Arkansas	N. H.	New Hampshire
Cal.	California	N. J.	New Jersey
Calif.		N. Mex.	New Mexico
Colo.	Colorado	N. Y.	New York
Col.	District of Columbia	N. C.	North Carolina
Conn.		N. Dak.	North Dakota
Del.	Delaware	Okla.	Oklahoma
D. C.	Ore.,	Oregon	
Fla.	Florida		Oreg.
Ga.	Georgia	Pa.	Pennsylvania
Hawaii	Hawaii	P. I.	Philippine Islands
	Territory	P. R.	Porto Rico
Ill.	Illinois	R. I.	Rhode Island
Ind.	Indiana	S. C.	South Carolina
Kan.	Kansas	S. Dak.	South Dakota
Kans.		Tenn.	Tennessee
Ky.	Kentucky	Tex.	Texas
La.	Louisiana	Vt.	Vermont
Me.	Maine	Va.	Virginia
Md.	Maryland	Wash.	Washington
Mass.	Massachusetts	W. Va.	West Virginia
Mich.	Michigan	Wis.	Wisconsin
Minn.	Minnesota	Wyo.	Wyoming

The names of cities should not be abbreviated.

The teacher should dictate the unabbreviated forms given above and have the student write the correct abbreviation for each.

COMMON ABBREVIATIONS AND COMMERCIAL SIGNS

acct.	account	cwt.	hundredweight
a. m.	before noon	c/o	care of
amt.	amount	c, ¢	cents
asst.	assistant	C. A.	Chartered
atty.	attorney		Accountant
Ave.	Avenue	C. E.	Civil Engineer
agt.	agent	c.a.f.	cost and freight
A. D.	Anno Domini (in the year of our Lord)	c.a.f.e.	cost and freight east
avg.	average	c.i.f., e.f.i.	(cost, insurance and freight)
bal.	balance	Cr.	creditor
bbl.	barrel	Dr.	debtor or doctor
B/L	Bill of Lading	Deft.	defendant
Bs/L	Bills of Lading	deg.	degree
bldg.	building	deg.; min.,	(degrees, min-
bdls.	bundles	sec.	utes, seconds)
bu.	bushel	do. or "	ditto (the same)
Bs. Pay. or B/P	Bills Payable	dol. or \$	dollar
Bs. Rec. or B/R	Bills receivable	doz.	dozen
bot.	bought	dft.	draft
Bros.	Brothers	Dept.	department
brot.	brought	ea.	each
per	by	E.&O.E.	errors and omis-
x (2 x 4)	by (with figures)		sions excepted
C. O. D.	Collect on Delivery	etc.	et cetera (and so forth)
Cor. Sec.	Corresponding Secretary	e. g.	exempli gratia (for example)
Co.	Company	et al.	et alii (and others)
		Fahr.	Fahrenheit

ft.	feet or foot	No.,	}	number-s
fig.,	figure-s	Nos.,		
figs.		or *		
ford.	forward	O/T		on track
f. o. b.	free on board	oz.		ounce
frt.	freight	p.,	}	page-s
gal.,	gallon, gallons	pp.		
gals.		pkg.		package
G/A	general average	pd.		paid
G. P. O.	General Post office	pwt.		pennyweight
gr.	gross	per an.		per annum
or gro.		%		per cent
Hon.	Honorable	P. T. O.		please turn over
hund.	hundred	pltf.		plaintiff
or C		P. M.		Post Master
inst.	instant (present month)	p. m.		post meridian (after noon)
in.	inch-es	P. O.		post office
i. e.	id est (that is)	P. O. O.		post office order
I. O. U.	I owe you	prest.		president
Jr.	Junior	prox.		proximo (coming month)
ltd.	limited	per		by (not an abbreviation)
lb.	pound	P. S.		postscript
mdse.	merchandise			(written after)
mfg.	manufacturing			
MS.,	manuscript	prem.		premium
MSS. }		P/T		private terms
memo	memoranda-um	qt.,	}	quart-s
M.	Meridian	qts.		
N. B.	Nota bene (take notice)	qr.,	}	quarter-s
N. P.	notary public	qrs.		
		q.		question

R. R.	railroad	Str.	Steamer
R. S. V. P.	answer, if you please	S. S.	Steamship
Ry.	railway	T.	ton
reed.	received	M	thousand
r. p. m.	revolutions per minute	Treas.	treasurer
Rt. Hon.	Right Honorable	tong.	tonnage
Rt. Rev.	Right Reverend	ult., } or ulto.	ultimo (last month)
sts.	streets	vs.	versus (against)
Supt.	Superintendent	viz.	videlicet (namely)
Sec., }	Secretary	via	by way of (not an abbreviation)
Secy. }		vols.	volumes
sec.	section	wt.	weight
Sr. }	Senior	W/B, W/Bs	Way Bill-s
Senr.		yr.	year

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C. A. Glaser 1887

KEY

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1.	idle, idolent	1. angry	1. practical
2.	idle	2. mad	2. practicable
3.	idle, idolent	3. angry	3. practicable
4.	idle, idolent	4. mad	4. practicable
		5. angry	5. practical
	IMPERATIVE, IMPERIOUS	MUCH, MANY	PROBABLE, PLAUSIBLE
1.	imperative	1. many	1. plausible
2.	imperative, im- perious	2. many	2. plausible
3.	imperious	3. much	3. probable
4.	imperative	4. many	4. probable
5.	imperative	5. much	5. probable
			PROMINENT, PREDOMINANT
	LATEST, LAST	MUTUAL, COMMON	1. predominant
1.	latest	1. mutual	2. prominent
2.	last	2. common	
3.	latest	3. common	
4.	latest	4. common	
5.	last		
		NEW, NOVEL	
		1. novel	
		2. novel	
		3. new	
		4. new	
		5. new	
	LENGTHY, LONG		PAGE 79
1.	lengthy	NOTABLE, NOTORIOUS	3. prominent
2.	long	1. notorious	4. prominent
3.	lengthy	2. notable	5. prominent, pre- dominant
4.	long		
5.	long		

PAGE 84—**EXERCISE 22****ALLOW, THINK**

1. allow
2. think
3. allow
4. think
5. allow
6. think

PAGE 85**ACCEPT, EXCEPT**

1. accept
2. excepted
3. accept
4. accept
5. except

**ACCREDIT,
CREDIT**

1. accredited
2. credit
3. credited
4. accredited
5. credited

ARGUE, AUGUR

1. argue
2. augurs
3. argue
4. augurs
5. argue

ADMIT, CONFESS

1. admit
2. confess
3. confess
4. admit
5. admits

**ALLEVIATE,
RELIEVE**

1. relieve
2. relieve
3. alleviated

4. relieve

5. alleviate

PAGE 86**AFFECT, EFFECT**

1. affect
2. effect, affect
3. affects
4. affected
5. effected
6. affected

**ADVERTISE,
ADVISE**

1. advise
2. advised
3. advertised
4. advertised
5. advise

**CONVINCE,
CONVICT**

1. convincing
2. convinced, con-
vict
3. convince
4. convinced
5. convince

**CONVOKE,
CONVENE**

1. convened
2. convoked
3. convene
4. convene
5. convoked

PAGE 88—**EXERCISE 23****CONSTRUCT,
CONSTRUE**

1. constructed
2. construe
3. constrict
4. constructs

CALCULATE,**INTEND**

1. calculate
2. intend
3. intends
4. calculated
5. intend

**CAPTIVATE,
CAPTURE**

1. captivated
2. captured
3. captured
4. captured
5. captivates

CARRY, BRING

1. carry
2. carry
3. bring
4. bring

PAGE 89**DRIVE, RIDE**

1. driving
2. driving
3. riding
4. ridden
5. ridden

**DISCLOSE,
DISCOVER**

1. discovered
2. disclose
3. disclosing
4. discovered

**DETEST,
DISCRIMINATE**

1. discriminate
2. detect
3. detect
4. detected
5. discriminate

DOMINATE, DOMINEER	HIRE, LET, LEASE	LOCATE, FIND
1. dominate 2. dominate 3. domineer 4. domineers	1. let 2. lease 3. let 4. hired 5. let 6. let	1. found 2. found 3. located 4. found
DEPRECATE, DEPRECIATE	IMPUTE, IMPUGN	PURPOSE, PROPOSE
1. deprecated 2. depreciate 3. deprecate 4. depreciate	1. impute 2. impugning 3. impugned 4. imputed	1. purpose 2. purpose 3. propose 4. purpose 5. proposed
DEMAND, ASK	INSURE, SECURE	PREDICT, PREDICATE
1. demanded 2. asked	1. insured 2. secured 3. secure 4. secure 5. insured	1. predicted 2. predicated 3. predicts 4. predicted
PAGE 90	INVESTIGATE, INQUIRE	PRESCRIBE, PROSCRIBE
3. demand 4. demanded	1. inquired 2. investigated 3. investigated	1. proscribed 2. proscribed 3. prescribed
ELICIT, ELIMINATE	LET, LEAVE	PAGE 94
1. elicits 2. eliminate 3. elicit 4. eliminate	1. leave 2. leave 3. let 4. let 5. let, leave	4. prescribed 5. prescribed
EXPOSE, EXPOND	REPULSE, REPEL	PERSUADE, ADVISE
1. expounded 2. expounded 3. exposed 4. expound 5. expose	1. leave 2. leave 3. let 4. let 5. let, leave	1. advised, persuaded 2. persuaded 3. advised 4. advise
PAGE 92— EXERCISE 24	6. let 7. let 8. let 9. leave	REPULSE, REPEL
ESTIMATE, ESTEEM		1. repelled 2. repulsed 3. repelled 4. repel 5. repulsed
1. esteemed 2. esteemed 3. estimated 4. estimate		

SUSPECT,	PAGE 101	9. nearly
EXPECT,	4. well	10. nearly
ANTICIPATE,	5. well	REAL, REALLY
INAUGURATE	6. well	
1. anticipate	7. well, good	1. real
2. suspect	8. well	2. real
3. inaugurated	9. good, well	3. real
4. expect	10. well	4. really
5. anticipate	LIKELY,	5. really
6. expect	PROBABLY	6. really
7. expect	1. probably	7. really
8. anticipated	2. likely	8. really
9. expect	3. likely	9. really, real
	4. probably	10. really
PAGE 100—		SOME,
EXERCISE 26		SOMEWHAT
ALONE, ONLY		
1. alone	5. likely	1. somewhat
2. only	6. probably	2. somewhat
3. only	7. likely	3. somewhat
4. alone	8. probably	4. some
5. alone	9. likely	5. somewhat
6. only	10. probably	6. somewhat
7. alone	MOST, ALMOST	7. somewhat
8. only	1. almost	8. somewhat
9. only	2. almost	9. somewhat
10. only	3. almost	10. somewhat
FIRST, SECOND,	4. most	TOO, TWO, TO
SECONDLY, ETC.	5. almost	
1. first, second	6. almost	1. too
2. first, second	7. almost	2. too
3. first, second, third	8. almost	3. too
4. first, secondly,	9. most	4. too
thirdly	10. almost	5. two
5. secondly	NEAR, NEARLY	6. too
6. first, second, third	1. nearly	7. too
7. first, secondly	2. near	
8. first, second	3. nearly	PAGE 103
GOOD, WELL	4. nearly	
1. good	5. nearly	8. too
2. well	6. nearly	9. too
3. well	PAGE 102	10. too
	7. near, nearly	11. to
	8. nearly	12. to

PAGE 104—EXERCISE 27

WORDS	MODIFIED	MODIFIED	MODIFIERS
1. return	quickly	35. do decide	quickly
2. flashed	vividly	36. run	fast
3. raise	quickly	37. write	occasionally
4. was washed	badly	38. send	direct, directly
5. shone	brightly	39. was sailing	slowly
6. disappeared	suddenly	40. dangerous	terribly
7. sang	joyously	41. well	tolerably
8. was sleeping	soundly	42. write	more plainly
9. were alarmed	seriously	43. have been in-	
10. successful	uncommonly	formed	wrongly
11. speak	distinctly	44. I	free
12. read	rapidly	45. walk	quietly
13. runs	quietly	46. acted	independently
14. must be writ-		47. was prepared	ill
ten	neatly	48. raging	furiously
15. she	beautiful	49. orange	sour
16. voice	harsh	50. worked	gallantly
17. are doing	nicely	51. was done	easily
18. it	bad	52. bayed	loudly
19. feel	badly	53. cold	exceedingly
20. velvet	smooth	54. Melba, sang	beautiful,
21. roses	sweet		sweetly
22. place	different	55. heavy	tolerably
23. speak	slowly,	56. can do	surely
	distinctly	57. concise	remarkably
24. are feeling	well	58. suffered	terribly
25. John	bad	59. is done	ill
26. arrange	alphabetically	60. good	decidedly
27. breathes	freely	61. was managed	badly
28. low	remarkably	62. speak	quietly
29. is reduced	considerably	63. sit	quiet, quietly
30. considered	favorably	64. writes	well
31. good	remarkably	65. stars	cold
32. was managed	successfully	66. fits	well
		67. wind	cold
		68. I	bashful
		69. we	safe, sound
		70. man	awkward

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33. should have
explained
34. arrange

definitely
chronologically

71. fruit, it
72. matters

PAGE 106

good, bad
bad

MODIFIED	MODIFIERS	MODIFIED	MODIFIERS
73. voice	strange	82. warrior	fierce
74. he	silent	83. burns	brightly
75. bells	harsh	84. harsh	decidedly
76. ran	smoothly	85. beautiful	remarkably
77. ran	smoothly	86. load	carefully
78. looked	cold	87. flowed	rapidly
79. looked	coldly	88. spoke	warmly
80. behave	properly	89. voice	different
81. acted	wildly	90. arrived	safely

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EXERCISE 29

- 1. of
- 2. to
- 3. by

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- 4. to
- 5. of
- 6. of
- 7. on
- 8. in
- 9. of
- 10. of
- 11. with
- 12. to
- 13. for
- 14. to
- 15. by
- 16. for
- 17. with, to
- 18. on
- 19. one
- 20. with
- 21. with
- 22. from
- 23. for
- 24. of
- 25. with
- 26. of
- 27. with
- 28. with

- 29. by

- 30. of
- 31. to
- 32. on
- 33. with
- 34. at

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- 35. by
- 36. from
- 37. with
- 38. in
- 39. to
- 40. of
- 41. to
- 42. with, at
- 43. with
- 44. by, with
- 45. to
- 46. to
- 47. from
- 48. from
- 49. with
- 50. in
- 51. to, with
- 52. over, with
- 53. in, at
- 54. with, to
- 55. for, for, for
- 56. of, over, of
- 57. of, in
- 58. on

- 59. in, at

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- 60. from, by
- 61. against, from
- 62. with, to
- 63. with, against
- 64. of, at
- 65. with, to
- 66. of, in
- 67. on, in
- 68. on, to
- 69. at, in, on
- 70. for, for
- 71. on, for
- 72. about, for

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EXERCISE 31

AMONG,
BETWEEN

- 1. between
- 2. among
- 3. among
- 4. among
- 5. among
- 6. between
- 7. among

AT, IN

- 1. at
- 2. in

- 3. in
- 4. at
- 5. at
- 6. at, in

BESIDE, BESIDES

- 1. beside
- 2. besides
- 3. beside
- 4. besides
- 5. beside

PAGE 122

BY, WITH

- 1. by
- 2. with
- 3. with
- 4. by
- 5. by
- 6. with
- 7. with
- 8. with

IN, INTO

- 1. into
- 2. in
- 3. into, in
- 4. into
- 5. into
- 6. into
- 7. into
- 8. into

IN, ON

- 1. on
- 2. in
- 3. on
- 4. on
- 5. on, in
- 6. on

PAGE 125— EXERCISE 32

- 1. although
- 2. and
- 3. consequently
- 4. or

PAGE 126

- 5. therefore
- 6. and
- 7. and
- 8. and
- 9. but
- 10. unless
- 11. if
- 12. but
- 13. but
- 14. and
- 15. although
- 16. since
- 17. therefore
- 18. although
- 19. although
- 20. until

- 21. before
- 22. since
- 23. as
- 24. because
- 25. because
- 26. and, and
- 27. or
- 28. although
- 29. because
- 30. but
- 31. if

PAGE 151— EXERCISE 42

- 1. that
- 2. who
- 3. that
- 4. that

- 5. that
- 6. who
- 7. who
- 8. that
- 9. that
- 10. who
- 11. that
- 12. who
- 13. who
- 14. that
- 15. who
- 16. who
- 17. that
- 18. who
- 19. what
- 20. who
- 21. that
- 22. who
- 23. that
- 24. that
- 25. that

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- 26. that, which
- 27. that
- 28. that
- 29. that
- 30. which
- 31. that
- 32. that
- 33. that
- 34. what
- 35. who
- 36. that
- 37. that
- 38. that
- 39. what
- 40. what
- 41. as
- 42. as
- 43. that
- 44. that
- 45. as

PAGE 160—EXERCISE 44

ANTECEDENT	PRONOUN
1. everybody	his
2. poverty and wealth	their
3. neither	his
4. any one	him, his
5. classmate and companion	his
6. everybody	himself
7. each	he
8. steamer, train	its
9. James or William	his
10. elephant	his
11. everyone	his
12. husband and father	his
13. each	his
14. bat	its
15. beaver	his
16. committee	its
17. dog	his
18. officer and soldier	his
19. everybody	himself
20. person	his
21. one	one
22. child	its
23. fox	his
24. spring	her
25. person	his
26. each of the men	his
27. truth	she
28. tree	its
29. news	it
30. each of the women	her
31. boy or girl	he or she
32. man	his
33. person	his
34. everyone	his

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35. workman	his
36. shears	they

ANTECEDENT

37. person	his
38. no one	his
39. each of the girls	her
40. envy and hatred	their
41. any one	he
42. man	his
43. lady and gentleman	their, his or her
44. member	his
45. city, village, farm	its
46. Joseph and Benjamin	their
47. Henry and James	their
48. Henry or James	his

PAGE 166—EXERCISE 45

SUBJECT	VERB
1. nothing	was
2. food	was
3. army	was
4. committee	is
5. three-fourths	were
6. three-fourths	is
7. you	were
8. desire and ambition	is
9. one	is
10. you	are
11. persons	are
12. number	were
13. data	are
14. either	was
15. memoranda	were
16. neither	was
17. one	was
18. class	is
19. horse	was
20. five hundred dollars	is
21. jury	was

SUBJECT	VERB	SUBJECT	VERB
22. jury	were	51. James nor Henry	was
23. pen, ink and paper	are	52. James or Henry	was
24. committee	were	53. girls	come
25. two dollars	is	54. three hundred dollars	was
26. two hours	is	55. dog	is
27. scissors	are	56. dog	are
28. everyone	is	57. hat and coat	are
29. you	were	58. number	were
30. public	is	59. number	was
31. nation	is	60. that	are
32. men	were	61. who	were
33. money	was	62. one times three	is
34. interest	is	63. two times two	is
35. wages	is	64. boys	come
36. father and mother	are	65. that	overlook
37. every one	is	66. that	overlooks
38. class	are	67. that	were
39. power and influence	are	68. that	are
		69. one times six	is
		70. riches	are
		71. care, money, time	was

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40. variety of flowers	were
41. others	seem
42. ideas	seem
43. girl	comes
44. persons	were
45. two	were
46. son	was
47. problem	was
48. James	was
49. James	was
50. James	was

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77. pupils	are
78. teacher	is
79. he	is
80. I	am

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EXERCISE 46

SHALL, WILL

1. will
2. will
3. shall
4. shall

5. shall
6. shall
7. will

11. shall
12. will
13. will

14. shall
15. shall
16. shall
17. shall
18. shall

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19. will
 20. shall, will
 21. will
 22. shall
 23. shall
 24. shall
 25. shall
 26. shall
 27. will
 28. shall
 29. will
 30. shall
 31. will, will
 32. shall
 33. shall
 34. will
 35. shall
 36. shall
 37. shall
 38. shall
 39. shall
 40. shall
 41. will
PAGE 173
 42. shall
 43. will
 44. will
 45. will
 46. shall
 47. shall
 48. will, shall
 49. shall
 50. shall
 51. will
 52. will
 53. will
 54. shall
 55. shall
 56. will
 57. shall
 58. will, shall
 59. shall
 60. shall

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EXERCISE 47
SHOULD, WOULD
 1. should
 2. should
 3. should
 4. would
 5. would
 6. should
 7. would
 8. should, should
 9. would, should
 10. would
 11. would, should
 12. should, should
 13. would
 14. should
 15. should, would
 16. should, would
 17. should, should
 18. would
 19. should
 20. should
 21. would
 22. would
 23. would
 24. would
 25. would
PAGE 175
 26. should, should
 27. should
 28. would
 29. should
 30. would
 31. should
 32. would
 33. should
 34. would
 35. should
 36. would
 37. should, would
 38. should

39. should
 40. would
 41. should
 42. should, **would**
 43. would
 44. should
 45. would
 46. should
 47. should, would
 48. would, would
 49. should
 50. would, should
 51. should

PAGE 189—
EXERCISE 50

1. were
PAGE 190
 2. be
 3. swears
 4. hunger
 5. is
 6. fail
 7. were
 8. were
 9. be
 10. was
 11. be
 12. slay
 13. study
 14. were
 15. were
 16. were
 17. were
 18. were
 19. seems
 20. be
 21. be
 22. were
 23. be
 24. were
 25. am
 26. were

	PAGE 195—	PAGE 196
27. be	4. sat	7. lay
28. were	5. set	8. lay
29. were	6. sit	9. lie
30. were	7. sat	10. lay
31. come	8. sitting	11. lay
32. rain	9. set	12. laid
33. was	10. sit	13. lay
34. were	11. sat	14. lay
35. rains	12. set	15. lain
36. return	13. setting	16. lie
37. pay	14. sets	17. lying
38. were	15. sit	18. lay
39. be	16. sat	19. lay
40. were	17. sat	20. laid
41. suspects	18. sat	21. laying
PAGE 191	19. sat	22. lying
42. were	20. sitting	23. lie
43. were	21. sat, set	24. lying
44. were	22. set	25. lay
45. were	23. sitting	26. lay
46. surprise	24. setting	27. lain
47. were	25. sit	28. lie
48. were	26. sitting	29. lay
49. die	27. sitting	30. lain
50. bring	28. set	31. laid
51. tell	29. sit	32. lies, or lay
52. were	30. set, sits	33. laid
53. were	31. sit	
54. be	32. sat	RISE, RAISE
55. were	33. sitting, setting	
56. be	34. sit	1. risen
57. were	35. sitting	2. rose
58. were		3. rising
59. oppress		4. raise
60. were	LIE, LAY	5. rise
PAGE 194—	1. lay	6. risen
EXERCISE 52	2. laid	7. raised
SIT, SET	3. lie, lay	8. rise
1. sat	4. lain	9. rise
2. sit	5. lain	10. rose
3. sat	6. lie	11. raised

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12. rises
13. rise
14. rose
15. rise
AWAKE, WAKE
1. awoke
2. woke
3. waked
4. awake
5. awaked
6. awoke
7. awaked
8. woke
9. awoke, woke
10. awoke
11. woke
12. awoke
13. woke
14. woke
15. wake

PAGE 212—**EXERCISE 57**

1. my
2. king's
3. your
4. my
5. his
6. our
7. man
8. woman
9. his
10. him
11. his
12. his
13. his
14. robber's
15. your
16. his
17. his
18. your

19. his
20. student's
21. his
22. man
23. man's
24. our
25. your, your

**PAGE 226—
LESSON 59**

- I, ME, MYSELF**
1. me
2. I
3. I
4. I
5. I
6. I
7. me
8. I
9. me
10. me
11. I
12. me
13. I
14. I

15. I
16. I
17. me
18. I
19. me
20. me
21. I
22. I
23. me
24. me
25. I
26. me
27. I
28. me
29. me
30. me
31. myself
32. myself

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WE, US,
OURSELVES

1. us
2. we
3. us
4. we
5. we
6. we
7. us
8. we
9. we
10. we
11. we
12. us
13. we
14. us
15. us
16. us
17. us
18. us
19. we
20. ourselves
21. ourselves
22. we
23. we
24. we
25. we

**SHE, HER,
HERSELF**

1. she
2. she
3. she
4. she
5. her
6. she
7. she
8. she
9. her
10. her
11. her

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- 12. she
- 13. her
- 14. she
- 15. she
- 16. she
- 17. she
- 18. her
- 19. her
- 20. her

**HE, HIM,
HIMSELF**

- 1. him
- 2. he
- 3. he
- 4. he
- 5. he
- 6. him
- 7. he
- 8. he
- 9. him
- 10. him
- 11. himself
- 12. he, himself
- 13. he
- 14. him
- 15. him
- 16. he
- 17. him
- 18. he
- 19. him
- 20. him

**THEY, THEM,
THEMSELVES**

- 1. they
- 2. them
- 3. they
- 4. them
- 5. them
- 6. they
- 7. they
- 8. they

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- 9. them
- 10. them
- 11. they
- 12. they
- 13. them
- 14. they, themselves
- 15. they

**WHO, WHOM,
WHOMEVER,
WHOMEVER**

- 1. who
- 2. whom
- 3. whom
- 4. who
- 5. whom
- 6. who, or whoever
- 7. whom
- 8. who
- 9. whom
- 10. whom
- 11. whom
- 12. who
- 13. whomever

- 14. who
- 15. whom
- 16. whom
- 17. who
- 18. whom
- 19. whom
- 20. whom
- 21. whom
- 22. who
- 23. who
- 24. whom
- 25. whom
- 26. whom
- 27. who
- 28. whom
- 29. whom
- 30. whom
- 31. whom, or whom-ever

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- 32. whomever
- 33. whom
- 34. who
- 35. whom
- 36. whom
- 37. who
- 38. whom
- 39. who
- 40. who
- 41. whom
- 42. who
- 43. who
- 44. whom
- 45. who



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